DOCUMENT RESUME

ED 280 213 EC 192 113

TITLE	State Wide Intraeducational and Interagency Approach to Meeting the Vocational Needs of a Wide-Range of Disabled Learners. Final Report.
INSTITUTION	California State Dept. of Education. Sacramento. Office of Special Education.; California State Dept. of Education, Sacramento. Office of Vocational Education.; California State Univ., Sacramento.; California State Univ., San Diego.; California State Univ., San Francisco.
PUB DATE	Oct 86
NOTE	353p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Agency Cooperation; Assistive Devices (for Disabled); Career Education; Computer Uses in Education; Counselors; *Counselor Training; Curriculum Development; Daily Living Skills; *Disabilities; *Educational Cooperation; Federal Legislation; Higher Education; Interdisciplinary Approach; Interpersonal Competence; *Learning Modules; Parent Participation; School Business Relationship; Special Education Teachers; State Legislation; Statewide Planning; *Teacher Education; Transitional Programs; *Vocational Education; Vocational Education Teachers; Vocational Rehabilitation; Vocational Training Centers
IDENTIFIERS	*California; Job Training Partnership Act 1982

ABSTRACT

A project was designed to improve employment preparation, development, and opportunity for handicapped learners through preservice training of California personnel who deliver vocational and special education. The project developed training modules to be shared by California universities and disseminated to other schools. This report summarizes the purpose, design, management, and evaluation of the project, providing information on the number of people trained, impact on other institutions and programs, accomplishments to date (3 years into the project), changes in goals and resources, evaluation methodology and criteria, and effects of the program on those being served. Appendices (the larger portion of the document) present information on the evaluation plan, results and benefits expected, competencies to be achieved by participants, project participants, advisory committee members, and project impact on one institution. Also appended are 17 preservice training modules on the following topics: relevant state and federal legislation; resources; social security services; Job Training Partnership Act; use of microcomputers with special learners; funding; computer based vocational guidance systems; planning for change; process strategies for collaboration; parental involvement for transition; private industry collaboration; job training station task forces; community living skills; adaptive devices; community business inventories; negotiating work training stations; and model vocational special needs programs. Each module includes a competency description, rationale, objectives, prerequisites, evaluation procedures, content outline, learning activities, resources, and references. (CB)

FINAL REPORT:

[illegible] INTERINSTITUTIONAL AND INTERAGENCY APPROACH TO MEETING THE VOCATIONAL NEEDS OF A WIDE RANGE OF DISABLED LEARNERS

Project Coordinator

Bruce A. Ostertag

Project Directors

Bruce A. Ostertag
[illegible]
Robert Gaylord-Ross

California State Universities:

Sacramento
San Diego
San Francisco

October, 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Bruce A. Ostertag
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

[illegible] pursuant to a contract with the [illegible] and Welfare. [illegible] sponsorship are [illegible] the content of the [illegible] necessarily [illegible]

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel tc deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

TABLE OF CONTENTS

PAGES

I. BACKGROUND.......... 1
II. PURPOSE.......... 3
Effectiveness of Project in Meeting Purpose of Program.......... 3
Personnel Preparation.......... 4
Project Impact on other Institutions, Community and State Programs.......... 6
III. PROJECT DESIGN.......... 8
Accomplishments to Date for Each Objective.......... 8
Schedule of Accomplishments, Progress, and/or Milestones.......... 13
Changes in Project Objectives and Instructional Program Resources 13
Changes in Project Staff & Outside Instructional Personnel.......... 13
Explanation of Changes in Project Functioning 14
Planned or Accomplished Dissemination of Project Information, Materials, and Procedures.......... 14
IV. MANAGEMENT.......... 17
V. EVALUATION.......... 18
Methodology and Criteria.......... 18
Summary of Data Collected.......... 18
Employers' Evaluation of Project Graduates' Proficiency.......... 18
Effect of the Project on Persons Being Served.......... 18
Modifications to Evaluation Plan.......... 19
APPENDICES.......... 20
Evaluation Plan.......... 21
Results and Benefits Expected.......... 23
Competencies to be Achieved by Student Participants.......... 24
Sample Project Participants for Years I -III at CSUS.......... 26
Samples: Effect of the Project on Persons being Served.......... 28
Partial Listing of Advisory Committee Members.......... 35
Sample of Project Impact on Institution: SFSU's New Masters Program.......... 40
Reference Bibliography.......... 42
Preservice Training Modules.......... 61

I. BACKGROUND

In November, 1982 a meeting was held among representatives of the State Department of Education (SDE) and Institutions for Higher Education (IHE) within California. The purpose of this meeting was to focus on means for improving the career/vocational education of handicapped learners. Participants from the IHE's included special education teacher trainers, vocational education teacher trainers and professionals responsible for the training of vocational rehabilitation counselors. Participants from SDE included administrators responsible for identifying needs and supporting efforts of local educational agencies to improve vocational programming. Each participant agreed that there was a need to review the methods of preparing credential and master's students in their related disciplines as they related to the competencies any professional responsible for the vocational training and placement of handicapped learners would require. It was also agreed than an interagency approach could be developed to enhance the training programs at each IHE and better meet the needs throughout the state to improve the quality of vocational programming afforded handicapped youth. The improvement of preservice training programs by means of intraeducational and interagency cooperation would be cost effective and meet the provisions for vocational preparation within P.L. 94-142 and California's Master Plan for Special Education.

The grant was a cooperative effort of three California State Universities (Sacramento, San Francisco, and San Diego) and two offices within the California State Department of Education (Office of Special Education and the Office of Vocational Education). It was designed to improve employment preparation, development and opportunity for handicapped learners through preservice training of personnel who deliver vocational and special education. An important facet of this preservice preparation grant was the development of training modules to be shared by the participating IHE's and disseminated to other state IHE's for usage in their programs. The proposed preservice training by the involved IHE's included coordinated programs for special educators, vocational and work-experience educators, and vocational rehabilitation personnel. Collaborative, interagency efforts - also embracing private industry councils - were stressed in meeting service delivery problems that arose when providing for the special vocational needs of handicapped learners. Each IHE developed a unique, yet compatible, quality preservice training program based on the needs in its geographical area. Specifically, the IHE's offered a preservice core of courses and practica in which special educators, vocational and work-experience educators, and vocational rehabilitation personnel worked and received a portion of their training together. Parents were also part of this trained, multidisciplinary team. The core courses were applicable to existing Bachelor's or Master's degree as well as leading to the development of a new Master's in Special Vocational Education. Personnel trained through the proposed core were prepared to function as part of a multidisciplinary team in meeting the special vocational needs of disabled.

II. PURPOSE

A. Effectiveness of Project in Meeting Purpose of Program

As per the original proposal, the project's focus was on the development of competencies of students in the fields of special education, vocational rehabilitation, vocational education and related fields relative to the state of the art in vocational preparation of individuals with handicaps. The project effectiveness was demonstrated as follows:

1. Participants from vocational rehabilitation, counselor education, special education, vocational education, and other disciplines were enrolled in coursework and fieldwork together. Thus they learned to function effectively in a transdisciplinary team in the vocational preparation of individuals with handicaps. See Appendix D for a sample of project participants.

2. Coursework was co-taught by faculty of the Department of Counselor Education Rehabilitation Program and the Department of Special Education Program. Thus, faculty were teaching cooperatively, enhancing their own professional competencies as a result of these transdisciplinary course efforts and were identifying competencies specific to various discipline areas as well as generic competencies specific to various discipline areas as well as generic competencies that all professionals need for the vocational preparation of students with handicaps. See Appendix C for a listing of those competencies.

3. Needed competencies were addressed and coursework and field-work modules were designed and implemented to teach and assess students relative to competencies required for the vocational preparation of students with handicaps.

4. Grant activities facilitated critical examination of the scope and sequence of existing Special Education, Rehabilitation, Vocational Education and Administrative credential and master's degree coursework. This examination resulted in new course offerings, revisions in existing courses and new certificate tracks within each discipline area. Thus, as a result of this project, preservice students trained in various credential and master's degree programs became prepared to participate in the vocational training of students with handicaps. See Appendix G for a sample result.

5. As evaluation activities were implemented at each university participating in this project, necessary graduate competencies were identified for which each graduate program was responsive. Concurrently, effective course sequences, instructional approaches and materials, modules, etc. were made available to each participating university for replication.

6. Project activities generated a great deal of support, involvement and enthusiasm among service agency providers, and consumers within the IHE areas. For example, students participated in field work within a variety of school and habilitation agencies. Not only did they learn about the programs being offered but were actually contributing to enhancing those programs such that a wider range and number of handicapped persons received vocational training in heterogeneous community environments. Project faculty were extremely involved in providing numerous inservice presentations, workshops, etc. relative to project goals and objectives. See Appendix E for sample support and activities generated by the project.

B. Personnel Preparation

A total of two hundred and seventy-five (275) students directly participated in Years I-III of the project and received preservice training relative to the project goals and objectives; this is far greater than the original proposed number of project participants. In San Diego State University's component, one hundred and thirty-five (135) students participated with an equal distribution between special education and rehabilitation. Additionally, there are students representing communicative disorders, school psychology, and counselor education. San Francisco State University had sixty (60) students representing special education, rehabilitation and vocational/industrial education. California State University, Sacramento had eighty (80) participating students which represented both learning handicapped and severely handicapped special educators, vocational rehabilitation counselors, vocational educators, social workers, parents, administrators, and school counselors. See Appendix D for a sample of CSUS's project participants.

At CSUS and SDSU, the participating students attended joint seminars, as well as seminars unique to their discipline areas. As per the original proposal, these seminars focused on the best existing technology relative to the vocational preparation of students with handicaps. Concurrent with participation in seminars, fieldwork placement allowed students to be assigned roles and responsibilities in actual design and implementation of vocational training of handicapped students.

SFSU also conducted courses as per their project objectives. To meet their unique needs of developing the use of high technology in the vocational area for the handicapped, SFSU administered the course, "Utilizing Microcomputers with Special Learners."

It is noted and emphasized that fieldwork sites were assigned such that students from various disciplines were teamed together. This approach reflected the overall mission and purpose of the original proposal. The roles assumed by students specifically related to the competencies required to develop and implement the most effective vocational training programs possible. These roles and competencies included, but were not limited to, the following:

a. Interagency/disciplinary taskforce involvement;

b. Teaching and assessing of job and job related skills in actual community and heterogeneous job experience;

c. Employer contact and job training station development;

d. Conducting IEP and parent conferences, and completing associated paperowrk, planning and scheduling;

e. conducting job skills inventory of both work environments and the activities within these environments;

f. Conducting presentations for parent, professional, and civic groups.

There is evidence of contribution of project students and cooperating community agency personnel relative to meeting the educational and vocational needs of handicapped individuals. More specifically, as a result of the heavy emphasis on required fieldwork utilizing demonstration sites within this preservice training program, individuals with handicaps are receiving a more comprehensive and community based vocational training program. Appendix E relates some of the positive results already accomplished by the project.

It is expected that the number of handicapped students and the quantity and quality of community sites utilized will increase as a result of the programs' implementation. Finally, each professional-in-training, as a result of participation in this project, was better prepared to meet the vocational needs of handicapped students.

C. Project Impact on other Institutions, Community and State Programs

Evidence of project impact is readily identifiable. At least the following points are in order:

1. Project faculty worked closely with other faculty of their respective universities in order to continue to critically evaluate and enhance all preservice training efforts. For example, the need to reorganize the assigning and supervision of special education and rehabilitation students has been recognized. The need to include more practica relative to vocational training of severely handicapped students within special education coursework has been recognized. The value offering coursework and fieldwork across departments and programs has been recognized. Program chairpersons, faculties, and the project advisory boards are assisting project faculty to identify ways in which effective project activities can be incorporated into and maintained within preservice programs after the project. See Appendix G for a sample of the project's impact at SFSU.

2. The project has had an impact on programs within respective communities. Project faculty and students are directly participating in the design, implementation, evaluation, and enhancement of vocational programs. For example, Sacramento has developed a county-wide transitions task force of which the Project coordinator and several project participants are steering committee members. In addition, project faculty have participated in numerous inservice conferences, workshops, administrative planning activities, etc. Local private industry councils are revising basic approaches in the conceptions of working with the handicapped based upon their

interactions with project personnel. In addition, the California State Department of Education has sent observers and speakers to project seminars and has voiced interest in the success/continuation of the project.

III. PROJECT DESIGN

A. Accomplishments to Date for Each Objective

Following are the Enabling Objectives and Timeline from the original proposal. Program activities which were specified to be initiated or completed at the time of this writing have been accomplished. Further elaboration of accomplishments follow those objectives that have been or are in the process of being met. See Appendix B for a summary of the results and benefits expected.

Enabling Objectives and Timelines

1. Review and Revise Program Competencies

    1.1 Delineate existing course/program competencies. (Summer of each program year - begin August, 1983) Each of the twenty-five (25) competencies listed in the proposal were reviewed and assessed as to their inclusion in courses to be offered as a part of the project. A determination was made as to which course would address individual competencies.

    1.2 Review literature (and other programs) and delineate critical competencies. (Begin Summer, 1983) Competencies for each project related course were delineated and current literature was reviewed for its relevance to the classes and to the project as a whole.

    1.3 Form local advisory committees with a wide base of representation. (September, 1983). SFSU solicited recommendations as to members of a local advisory committee and letters of invitation were drafted in order to form the committee in the month of September, 1983. SDSU tapped the advisory committee memberships of their university's special education and vocational rehabilitation department. CSUS had six meetings with their advisory committee. Memberships were obtained in ways similar to SFSU and SDSU. In addition, state agencies, the California State University Consortium/Vocational Education, and the home campus Service for Disabled Students Center were utilized in obtaining qualified and interested advisory committee members. See Appendix F.

    1.4 Secure input from local advisory committees regarding competencies needed in field. (October and November, 1983). CSUS presented and obtained feedback on the proposed competencies. Full support was given to the twenty-five (25) competencies developed by the co-directors in the original proposal.

1.5 Conduct discrepancy analysis 1.1, 1.2, 1.4. (December and June each program year).
Achieved.

1.6 Delineate revised listing of competencies. (Summer each program year).
Achieved.

1.7 Present revised listing of competencies to advisory councils for information and input. (September each program year).
See 1.3 and 1.4. Achieved.

1.8 Present revised listing of competencies to curriculum committees. (September each program year).
See 1.3 and 1.4. Achieved.

2. Delineate Course and Practica

2.1 Cluster listing of competencies into course and practica modules. (Summer each program year).
The competencies determined to be important for students enrolled in the project were relegated to specific courses.

2.2 Secure qualified instructor(s) to co-teach modules. (August and December each program year).
Qualified instructors were secured to co-teach the modules planned for the courses.

2.3 Develop course/practica descriptions, syllabi and performance requirements. (August and December each program year).
Course descriptions, syllabi and performance requirements were developed for each course scheduled for the Fall/Spring Semesters, 1983-1986, and are available upon request.

2.4 Develop and secure instructional materials and resources, competency checks, and sites for course/practica. (August and December each year).
All three IHE's have acquired the materials needed to execute the courses.

2.5 Present developed/revised course/practica modules to local advisory boards for information and input. (January and July each program year).
Achieved and on-going.

2.6 Present developed/revised course/practica modules to curriculum committees. (January and July each program year).
Achieved and on-going.

3. Recruit Students

3.1 Present course and program information to related IHE Departments and student advisors. (December and August each program year). Efforts were made to recruit students from various departments within the University and from nearby State University campuses with no vocational component in special education. Leading faculty in those departments likely to have students with an interest in Vocational Education/Special Needs Projects were contacted and announcements were distributed. Packets of information regarding the project, its goals and objectives and the requirements for admission were forwarded to campus departments, directors of local special education programs, directors of local vocational education/regional occupational programs, vocational rehabilitation agencies, campus services for disabled student centers, and campus affirmative action administrators.

3.2 Advertise programs by way of the local advisory board and with groups and organizations that work with handicapped and minority persons on and off campus. (Begin August 1983).
In an effort to recruit handicapped and minority students, announcements were sent to various organizations that make frequent contact with this population. The organizations receiving information included those listed in 3.1 plus campus career services centers, academic advising centers, and the California State Depository for the Handicapped. Announcements were also distributed to the entire faculty of the schools of education. Faculty members were asked to announce the Project to each of their classes and to encourage interested students to apply for admission.

3.3 Delineate procedures and criteria for stipend awards. (August to September 1983)
Criteria for the acceptance of students to the project were determined by the co-directors, in conference with special education faculty, and department Chairs. Students with past academic success, prior experience in special education, vocation rehabilitation, counseling or vocational education interest in the project, and affirmative action considerations were given acceptance priority. Available upon request.

3.4 Receive and review stipend applications. (August and September each program year).
Stipend applications and contracts were designed and the applications were forwarded to interested students. Completed applications were reviewed by the co-directors and were offered to the qualified students.

3.5 Award stipends. (September each program year).
Stipends were awarded and the signed contracts were filed by the project clerical assistants.

3.6 Delineate project coursework on students's certificate and/or master's contract. (Begin August 1983).

4. Field Test Preservice Coursework/Practica

   4.1 Implement course instruction. (January and September each program year).
   Those course delineated in the original proposal have been implemented.

   4.2 Secure and assign practica placements. (Begin August 1983).
   See item IIB, Schedule of Accomplishments.

   4.3 Conduct midsemester competency checks. (November and March each program year).
   Achieved.

   4.4 Conduct end of semester competency checks. (December and June each program year).
   Achieved.

   4.5 Complete all course/practica paperwork. (Begin August 1983).
   Achieved.

5. Evaluate Effectiveness of Program Activities
(See evaluation section pps. - Begin August 1983)

6. Communicate Effective Program Activities

   6.1 Communicate effective program activities to State Advisory Committee, local advisory committee, each California IHE, other LEA's and IHE's nationally. (Summer each program year).
   Achieved.

   6.2 Prepare written course/practica modules and disseminate locally and nationally. (End of Year III - by September, 1986).
   Partially-achieved. Modifications to this proposed objective were necessary as the Contracts and Negotiations Division of OSERS reneged on their committments to the established timeline.

   6.3 Present significant program activities to at least two local, state, and national conferences annually. (As scheduled).
   Achieved.

OVERVIEW OF THREE YEARS

1983	1984	1985
FIRST YEAR	SECOND YEAR	THIRD YEAR
Summer: Objectives, Competencies and Contracts developed, Advisory Committees Formed	Summer: Data Synthesized, Program Evaluated, Revisions and Plans made	Repeat summer Procedures
Demonstration Sites Identified	New Demo. Sites Identified	New Demo Sites Identified
Grant Participants Selected	New Participants Selected	New Participants Selected
Fall: Course Offered	Revised Fall Courses Offered	Revised Fall Courses Offered
Spring: Courses Offered, Materials and Needs Assessment Developed	Repeat Spring Procedures	Repeat Spring Procedures
		Summer: Synthesize Data, Curriculum, Modules, Final Report

B. Schedule of Accomplishments, Progress, and/or Milestones

As previously stated, project activities and projections were on schedule with original timelines specified in IIA, Accomplishments to Date (see Appendix A). Of particular interest, it is noted that at the completion of Project Year I, coursework and fieldwork were implemented in order to develop and assist competencies of graduate students from rehabilitation, special education, and other programs relative to the vocational preparation of handicapped youth. See Appendix D for a sample breakdown of CSUS' participants for Years I-III. Project Year I evaluation activities were implemented as scheduled in December, 1983 through May, 1986. These activities were designed in order to organize the structure of the Project activities, which were implemented. Appendix C lists those competencies upon which participant- generated evaluations were based.

C. Changes in Project Objectives and Instructional Program Resources

As previously stated, project objectives as stated in the original proposal remained consistent with the overall mission of this project and therefore appear to be comprehensive and appropriate. As a result of project implementation, additional instructional program resources were requested in order to further coordinate project fieldwork with existing vocational rehabilitation fieldwork requirements.

D. Changes in Project Staff and Outside Instructional Personnel

There were no significant changes in existing project personnel for the project years.

E. Explanation for Changes in Project Functioning

There was no need to substantially change the activities specified in the original proposal. CSUS did revise the methods by which they obtained parental and administrative involvement in the project.

F. Planned or Accomplished Dissemination of Project Information, Materials, and Procedures

1. A format for sharing project course materials, modules, etc. between participating universities and other agencies has been drafted and is in the process of being finalized. An unexpected withdrawal of project work-time of three months severely hampered the completion of all proposed modules. Dissemination plans also suffered accordingly as expected funds were no longer available.
2. Methods for communication among the universities and other agencies within the project consortium have been implemented as per the original proposal.
3. In 1983-86, project faculty participated in and/or conducted several workshops and presentations, etc. For example:
   a. North Shores, San Diego Association for Retarded Citizens.
   b. East County, San Diego Association of Retarded Citizens.
   c. Arrow Center, San Diego Association for Retarded Citizens.
   d. Madeline Sophies' Training Center.
   e. Southern California Rehabilitation Training Consortium.
   f. California Association of Post Secondary Education for the Disabled (CAPED).
   g. Nevada State Council for Exceptional Children Conference.
   h. The Association for Severely Handicapped (National).
   i. San Diego Unified School District.

j. California Council for Exceptional Children Conference (State).

k. California Association for Severely Handicapped (State).

l. Vocational Education/Special Needs Conference (State).

m. California Association of Work Experience Educators (State).

n. Sacramento City Unified School District.

o. Council for Learning Disabilities Conference (National).

p. Council for Exceptional Children Conference (National).

q. Northern California Vocational Education/Special Needs Conference (State).

4. Project faculty worked with the administrative steering committees of agencies relative to project activities and the vocational preparation of handicapped individuals. For example:

a. San Diego Unified School District;

b. El Cajon Unified School District;

c. North County Task Force of Education;

d. Grossmont Unified School District;

e. San Diego Community College District;

f. Association for Retarded Citizens;

g. San Diego Regional Center;

h. Sacramento City Unified School District;

i. San Juan Unified School District;

j. Elk Grove Unified School District;

k. Grant Union High School District;

l. Yolo County Unified School District;

m. Sacramento County Unified School District;

n. Sacramento Private Industry Council;

o. California Community College Chancellors Office;

p. California State Department of Education;

q. Sacramento County Area Transition Team; and

r. Other terminated and on-going task forces.

Please see Appendix F for a partial listing of Advisory Committee Members.

IV. MANAGEMENT

A. There were no changes in the management plan as specified in the original proposal.

B. As per the original proposal, evaluating activities have been conducted. It is noted that the project was designed to implement changes based on evaluative data; this has taken place.

V. EVALUATION

A. Methodology and Criteria

Appendix A contains a complete summary of the evaluation plan included in the original proposal. This plan was evaluated to be comprehensive by the original review panels. Evaluation activities as per delineated in the project timelines have been implemented.

B. Summary of Data Collected

Initial data regarding evaluation activities, etc. has been collected. As set-forth in the original proposal and timeline, a summary of evaluation data was completed. However, initial reaction to the preservice modules and curricula have been positive; program modifications have been made based upon preliminary participant and further literature review.

C. Employers' Evaluation of Project Graduates' Proficiency

Preliminary reaction to the proficiency of project graduates has been most positive; employer support and advisory group comments have been strong. See Appendix E for sample employer reactions.

D. Effect of the Project on Persons Being Served

The effect of the project on persons being served by the project including underrepresented, minority, handicapped, and other persons can be assessed at this time in at least the following ways:

1. Project Years I-III emphasis at San Diego and San Francisco State Universities was on vocational training of individuals with severe handicaps. This population has traditionally been excluded from

functional training to prepare them for participation in heterogeneous work environments.

2. There were male and female graduate students participating in the project at the Universities who represent several cultural and ethnic backgrounds. These statistics are available upon request.
3. A sample of a typical student project may be found in Appendix E. The positive effects of the grant is evidenced in the concrete nature of that project report.

E. Modifications to Evaluation Plan

No modifications in the evaluation plan were needed. Our data leads us to conclude that the Project met its goals.

APPENDICES

APPENDIX A

EVALUATION PLAN

The following evaluation plan will be ongoing throughout the three project years, its results will be reported in each annual report.

1. Program Competencies. By end of summer each grant year the co-directors will:

    1.1 List competencies from grant proposal.

    1.2 generate competencies from literature review and advisory board.

    1.3 Determine discrepancies between original (1.1) and current (1.2) competencies.

    1.4 Determine existing discrepancies after revised list of competencies (enabling objective 1.6) are made.

    1.5 Summarize 1.1 - 1.4 information in the final report.

2. Coursework and Practica Competencies. Prior to the second and third grant year, the co-directors will:

    2.1 Collect feedback on competencies from state and local advisory and curriculum committees.

    2.2 Obtain feedback on course and practica competencies from students.

    2.3 Summarize 2.1 and 2.2 information in final report.

3. Recruitment of Students. At the beginning of each grant year the co-directors will:

    3.1 Develop student acceptance criteria.

    3.2 Have advisory committee review acceptance criteria.

    3.3 Announce availability and acceptance criteria for student participation.

    3.4 Accept student applications.

    3.5 Review selection and rejection of students according to conformance with selection criteria.

        - 3.5.1 Review selection of students with reference to ethnic, racial, disability, and gender criteria.

    - 3.6 Review selection and rejection of stipend awards according to conformance with selection criteria.

        - 3.6.1 Review selection of stipend awards with reference to ethnic, racial, disability, and gender criteria.

4. Coursework/Practica Competencies of students. The co-directors will:

    - 4.1 Develop a competency checklist evaluation form prior to each Fall semester.

    - 4.2 Collect feedback from local advisory boards regarding checklists.

    - 4.3 Conduct midsemester competency checklist evaluations on each participating student.

    - 4.4 Conduct end of semester competencies checklist evaluation on each participating student.

    - 4.5 Evaluate course paper work products.

5. Communication and Consumer Impact. At the end of each project year the co-directors will:

    - 5.1 Have each program objective reviewed by state and local advisory committees of the participating IHE's, SDE and SEP Project Officer.

    - 5.2 Have external, formative and summative review of course/practica curriculum modules by consultants.

    - 5.3 Tally the number of IHE's and agencies that receive the curriculum modules. Obtain their feedback through a questionnaire instrument.

    - 5.4 Tally the number of students receiving training by number and percent of competencies achieved.

    - 5.5 Tally the number of school districts affected by training.

    - 5.6 Tally the number of handicapped students whose teachers or counselors receive training.

APPENDIX B

RESULTS AND BENEFITS EXPECTED

Status for Years I-III	Upon completion of the three-year grant, the following should have been achieved:
Achieved and exceeded	1. The development of a cadre of personnel (45-60 per IHE site) who are prepared to work with handicapped learners and have a working knowledge in the three cognate areas of special education, vocational education, and vocational rehabilitation, as it relates to their particular discipline.
Achieved	2. Personnel who participate in this preservice preparation program will demonstrate a working knowledge of state-of-the-art practices in the vocational training and placement of individuals manifesting a wide range of handicapped conditions.
Achieved	3. Personnel who participate in this preservice preparation program will demonstrate an awareness of local employment trends, emerging technologies and can utilize resources in both public and private sectors for handicapped learners.
Achieved	4. A field-based preservice program that stresses collaborative, intraeducational and interagency efforts in meeting the vocational needs of handicapped learners.
Achieved and on-going	5. Utilization of existing and/or new demonstration sites for practica experiences providing services to approximately 1,250 handicapped learners per IHE site.
Partially achieved (Withdrawal of funds negatively affected completion)	6. Development of vocational training materials that can be replicated by other IHE's and LEA's.

APPENDIX C

COMPETENCIES TO BE ACHIEVED BY STUDENT PARTICIPANTS

Upon completion of the preservice program, all participants will have achieved the following competencies when attempting to meet the vocational needs of handicapped learners:

1. Knowledge of Federal and State laws concerning vocational education, vocational rehabilitation, and special education.
2. An ability to recognize students with learning problems in regular classes.
3. Knowledge of differing capabilities of handicapped students relative to the severity of their disability.
4. An understanding and application of the team approach in instructional programming.
5. Defining and helping construct individualized educational plans.
6. Knowledge of disabling conditions and how these conditions can be attenuated by designing functional employment objectives.
7. Knowledge of how jobs can be modified in order to accommodate students with particular handicaps.
8. An ability to select, adapt, or develop appropriate instructional materials for use with handicapped students.
9. Displaying knowledge of several approaches to behavior management and counseling and integrates techniques with instructional programming.
10. Knowledge of agencies to assist handicapped students such as health and welfare services, etc.
11. Knowledge of career opportunities for the handicapped student.
12. Knowledge of job requirements in occupations applicable to handicapped.

13. Knowledge of suitable job placement for handicapped students.

14. Assisting in developing suitable job placement for handicapped students.

15. Knowledge of how to approach potential employers when trying to set up potential work experience sites.

16. Knowledge of job placement, supervision and maintenance techniques.

17. An ability to conduct job seeking skills groups which would include information about completion of applications and interviewing techniques.

18. An ability to conduct a job environment and skills analyses.

19. An ability to determine appropriate techniques for evaluating the performance of students with specific handicaps.

20. Knowledge of methods and procedures to identify needs and interests of handicapped students.

21. An ability to interpret reports of other professionals such as psychological evaluations, etc.

22. Assisting in a long-range plan for integrating the handicapped student into the vocational education program.

23. Assisting the handicapped student in viewing his/her assets and limitations realistically.

24. Assisting handicapped students in developing social, physical, and emotional security needed for obtaining and maintaining future employment.

25. Counseling parents/guardians of handicapped students regarding their child's vocational education/career plans.

APPENDIX D

SAMPLE PROJECT PARTICIPANTS FOR YEARS I, II, AND III AT CSUS

	Special Educators	Vocational Rehabilitation Counselors
Year I	9	6
Year II	9	6
Year III	14	6

	Vocational Educators	Special Education-Related*
Year I	6	1
Year II	6	3
Year III	4	2

	Administrators	Social Workers
Year I	2	0
Year II	1	1
Year III	1	1

	Parents**	School Counselors
Year I	2	1
Year II	3	0
Year III	3	0

JTPA	
Year I	0
Year II	1
Year III	0

TOTAL	
Year I	25
Year II	27
Year III	28
GRAND TOTAL	
80	

* Includes Special Education Job Developers, Home Instructors, Career Educators.

** The totals are repeated in other categories as Parent Participants listed under their professions.

APPENDIX E

SAMPLES: EFFECT OF THE PROJECT ON PERSONS BEING SERVED

SAN DIEGO CITY SCHOOLS

SAN DIEGO CITY SCHOOLS
PROGRAMS FOR HANDICAPPED
3401 Clairemont Drive
San Diego, CA 92117

September 20, 1984

Patricia L. Patton, Ph.D.
Ian Pumpian, Ph.D.
Department of Special Education
College of Education
San Diego State University
San Diego, CA 92182

Dear Drs. Patton and Pumpian,

This letter is to express how pleased we are with the teachers who took your Course Work. As their supervisor, I can assure you these graduates are involved in exemplary program development. They have not only enhanced existing vocational training options within our Special Education Department, but are also among the leaders for developing new programs for our severely handicapped students. We are excited about your pre-service training and are looking forward to hiring more of your program graduates.

Sincerely,

Linda Macfarlane

Linda Macfarlane,
Resource Specialist
Programs for Severely Handicapped
San Diego City Schools
Whittier Center

LM:mt

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

Educational Cultural Complex

4343 Ocean View Blvd., San Diego, CA 92113 (619) 230-2842 TDD 263-5300

Disabled Student Services

September 20, 1984

Ian Pumpien, Ph.D.
Assistant Professor, Department of Special Education
College of Education
San Diego State University
San Diego, CA 92182

Dear Dr. Pumpien,

I am writing to communicate my pleasure with the performance of our instructors who enrolled in your "Vocational Training for Severely Handicapped Adolescents and Adults" class last semester. In my supervision of these instructors, I have found that they display a much greater willingness to initiate and participate in work training programs with their students. They are demonstrating new competencies in training and evaluating adults in real work environments, and their enthusiasm and input have definitely made changes in our program. Through their initiative, we have implemented regular Task Force meetings to share information and brainstorm new ideas.

Thank you for providing us with this opportunity, which is already impacting our staff and students in a positive way.

Sincerely yours,

Anne Heller

Anne Heller
Associate Dean
Disabled Student Services

AH:ib

BOARD OF EDUCATION
HARVEY S. FISHER, JR., PRESIDENT
ROY GRIMES
MELODY HARDING
SALLY HEARNE
MAMIE JENNINGS
FERD. J. KIESEL
HAROLD W. WRENN

SACRAMENTO COUNTY OFFICE OF EDUCATION
9738 LINCOLN VILLAGE DRIVE • SACRAMENTO, CALIFORNIA 95827 • (916) 366-2591

NICK FLORATOS, Ed.D.
Superintendent
(916) 366-2593

DEL W. FIRME, Ed.D.
Director, Vocational Education and
Regional Occupational Program

REVIEW OF FIRST YEAR
OF
OFFICE OCCUPATIONS:
DEVELOPMENTALLY DISADVANTAGED PROGRAM

Now that the first year of the Office Occupations: Developmentally Disadvantaged class has concluded, I present this assessment with observations.

The number of students during this year-long class averaged 17, remaining between 15 and 20.

The students, all adults and with a variety of disadvantages, were provided by Vocational Rehabilitation counselors, Alta Regional counselors and Warren A. McClaskey Adult Center.

The student disadvantages included emotional problems, blind, mental debilities, disabled arms and legs, heart problems and various combinations of these.

Students initially attended 5 weeks of daily classes, 6 hours per day at Palmiter Center (formerly Valle Vista) while studying clerical/office subjects.

Upon completion of daily classes, students began the practical acquisition of the clerical/office skills necessary to obtain an entry-level clerical position. They attended a community training site 4 days each week, 6 hours a day at a federal, state, city, county or private office under the guidance of their training site supervisor and their ROP class instructor. Classroom instruction continued each Friday at Palmiter Center.

The selection of individual training sites was, to a large degree, dependent on the location of the student's residence and the availability of bus transportation. With few exceptions, all students used the RT bus system for transportation. Bus passes were provided by Vocational Rehabilitation counselors. In some cases excellent training sites could not be utilized because the sites were not accessible by RT bus. Training sites in most cases had to be "hand-picked" to match the individual's skills--as dictated in great part by the student's disadvantage--and the skills needed at potential training sites.

Training included office procedures, telephone skills, typing, filing, duplicating, messenger duties, mail procedures, office machines, preparation of job applications, job interview skills and test-taking skills. Particular emphasis was placed on developing skills such as initiative, cooperativeness, ability to follow directions, adaptation, accuracy, attendance and punctuality.

Students were permitted to remain in the program approximately one year. During the year, which started in early June, 1983, only one student was dropped from the program by the instructor because of inappropriate conduct or performance. Five students dropped for personal reasons not related to the program.

Fifteen students of the first class received graduation Proficiency Certificates.

BY AUGUST 14, 1984, 8 STUDENTS HAD BEEN EMPLOYED THROUGH THE PROGRAM AND AN ADDITIONAL 2 STUDENTS WILL COMMENCE EMPLOYMENT BY THE END OF SEPTEMBER--FOR A TOTAL OF 10 STUDENTS EMPLOYED

FROM THE FIRST CLASS. LOCATIONS WHERE THESE STUDENTS RECEIVED EMPLOYMENT ARE:

MATHER AFB
MC CLELLAN AFB (2 STUDENTS)
STATE ATTORNEY GENERAL'S OFFICE
STATE WATER RESOURCES CONTROL BOARD
STATE WATER RESOURCES (2 STUDENTS)
STATE TOXIC SUBSTANCES CONTROL DIVISION
ASSOCIATED BENEFITS CONSULTANT (PRIVATE)
BIG BOY MARKET (PRIVATE)

This program is designed to meet the special needs of disadvantaged adult students, so individualized instruction and training are necessary.

Because training was not available locally, state allocated funds were utilized to send a blind student to Mountain View, California, to receive valuable specialized training in the OPTACON reading machine. The student subsequently has been hired as an Assistant Clerk with the State at her original training site.

The support and cooperation of the State Vocational Rehabilitation Counselors was and will continue to be of particular significance to the success of this program. Their professionalism and willingness to expend time and effort earnestly resulted in optimum employment prospects for their clients.

The importance of the site supervisors' need for patience and understanding of the special needs of these students cannot be over-emphasized. The site supervisors proved to be caring and concerned individuals--generous with their advice, assistance and support of their assigned students and of the ROP program.

The administration at all levels of ROP and the Sacramento County Office of Education was entirely supportive, cooperative and willing to provide whatever aid was necessary. Classroom materials, equipment and resources were expedited. I was recommended for, and was selected to attend via federal grant, additional evening post-graduate training in relevant special education. I was permitted to attend seminars, and was selected for a week-long concentrated school in San Francisco for qualification as an instructor to teach blind individuals the OPTACON reading machine.

Success of the program in the first year, however, can be attributed for the most part to the students themselves. They were motivated, willing, industrious, hard-working and above all--patient. With perseverance and self-control, they were able to endure through many months--even when the prospect of obtaining employment appeared slight at best.

MEMBERS OF THIS CLASS HAVE DEMONSTRATED TO FUTURE CLASSES THAT SUCCESS IS ATTAINABLE WHEN YOU APPLY YOURSELF--EVEN IN THE FACE OF ADVERSITY.

I feel genuinely satisfied and rewarded that the goals and performance objectives of the first Office Occupations: Developmentally Disadvantaged class have been met. The individualized instructional experiences have enabled each trainee to gain clerical skills appropriate to his/her aptitudes and interests, and also have provided the resources to compete more successfully for entry-level employment.

Darrel W. McRorie

Darrel W. McRorie
ROP Instructor
Office Occupations:
Developmentally Disadvantaged Program

APPENDIX F

PARTIAL LISTING OF ADVISORY COMMITTEE MEMBERS

ADVISORY COMMITTEE MAILING LIST

Mr. Bruce Becker
Placer County Office of Education
360 Nevada St.
Auburn, CA 95603

Ms. Diana Bowington
Grant High School District
Vocational Specialist Special Needs
4330 Keema Avenue
North Highlands, CA 95660

Dr. Gary Burns
SCUSD
P.O. Box 2271
Sacramento, CA 95810

Mr. William Callahan
Consultant, Dept. of Education
Vocational & Continuing Education Division
1919 21st Street
Sacramento, CA 95814

Dr. Marv Delfendahl
Director of Instruction/Vocational Education
% Grant JUHSD
1333 Grand Avenue
Sacramento, CA 95838

Ms. Danielle Draper
Elk Grove USD
8820 Elk Grove Blvd.
Elk Grove, CA 95624

Dr. Del Firme
% Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827

Dr. CeCe Fontanoza
Director
Vocational Rehabilitation Agency
830 "K" Street Mall
Sacramento, CA 95814

Mr. Ron Hackett
Director, Vocational Education/ROP
% San Juan Unified School District
3738 Walnut Ave.
Carmichael, CA 95608

Dr. Carri Henriques
1231 Hooten Ct.
Carmichael, CA 95608

Ms. Kathy Hodges
Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

Dr. James Johnson
Director of Special Ed.
Elk Grove USD
8820 Elk Grove Blvd.
Elk Grove, CA 95624

Mr. Tom Powell
American River College
4700 College Oak Drive
Sacramento, CA 95841

Dr. Steven Johnson
Director, SERN 7
650 University Avenue, Room 201
Sacramento, CA 95825

Dr. Phil Ladas
Supervisor, Sacramento District
Vocational Rehabilitation Agency
2225 - 19th Street
Sacramento, CA 95818

Mr. Mark LaFleur
Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

Dr. Steve Little
Director of Spec. Educ.,
North Sacramento Unified Schools
670 Dixieanne Ave.
North Sacramento, CA 95815

Mr. David Martinez
Director, Private Industry
Council of Sacramento, Inc.
2020 "J" Street
Sacramento, CA 95814

Dr. David Montague
Director, Vocational Education & ROP
9738 Lincoln Village Drive
Sacramento, CA 95827

Dr. Karl Murray
Administrator, Personnel Develop. Unit
% Office of Special Education
California State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814

Dr. S. Gregorich
Dean, School of Education
% CSUS
6000 "J" Street
Sacramento, CA 95819

Dr. Norm Newman
Coordinator of Career/Vocational Ed.
Elk Grove Unified School District
8820 Elk Grove Blvd.
Elk Grove, CA 95624

Dr. Bruce Ostertag
Project Coordinator, Advisory
Committee Chair
% CSUS, Department of Special Services
6000 "J" Street
Sacramento, CA 95819

Dr. Betty Day
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827

Dr. Paul Porter
Director of Special Education
Superintendent of Schools
% Yolo County
175 Walnut
Woodland, CA 95695

Dr. Ralph Richardson
Director of Special Education
SJUSD
3738 Walnut Ave.
Carmichael, CA 95608

Dr. Miles Richmond
Director of Special Education
% Grant JUHSD
1333 Grand Avenue
Sacramento, CA 95838

Ms. Frances Rosen
Director, Vocational Education
% Sacramento City Unified School District
1619 N Street
Sacramento, CA 95810

Mr. Stephen Street
SERN 7
650 University Avenue, #201
Sacramento, CA 95825

Mr. Norm Siefkin
Director of Vocational Educati
Folsom-Cordova JUSD
1091 Coloma Street
Folsom, CA 95630

Mr. Edward Pearson
Field Operations
Vocational Rehabilitation Agency
830 "K" Street Mall
Sacramento, CA 95814

Dr. Richard Stiavelli
Director of Special Education
SCUCD
P.O. Box 2271
Sacramento, CA 95810

Mr. James Thompson
Coordinator, Communicatively Handicapp
Folsom-Cordova JUSD
1091 Coloma Street
Folsom, CA 95630

Ms. Gail Zittel
Dept. of Vocational Education
721 Capitol Mall
Sacramento, CA 95814

Dr. David Raske, Chair
Dept. of Special Services
School of Education
% CSUS
6000 "J" Street
Sacramento, CA 95819

Advisory Board

1. James F. Huyck, Associate Dean
Resource Center for the Handicapped
The San Diego Community College District
3375 Camino del Rio South
San Diego, CA 92108

2. Gary Leete, Program Supervisor
Department of Rehabilitation
1350 Front St.
Room 4053
San Diego, CA 92101

3. Dwight Esch, Habilitation Specialist
Department of Rehabilitation
333 Front South Juniper St., Suite 104
Escondido, CA 92025

4. John Chamley, Associate Dean
College of Education
San Diego State University
San Diego, CA 92182

5. Ron Jacobs, Associate Professor
Rehabilitation Counselor Program
Department of Development,
Administration, and Technology
College of Education
San Diego State University
San Diego, CA 92182

6. Jean Ramage, Assistant Dean
College of Education
San Diego State University
San Diego, CA 92182

7. Carol Krause
Teacher of Severely Handicapped Students
El Cajon Valley High School
Severely Handicapped Program
1035 East Madison
El Cajon, CA 92021

8. Rita Marinoble
Vocational Rehabilitation Counselor
Student Services Division
Education Center
4100 Normal St.
San Diego, CA 92103

9. Mary Bigelow
Vocational Rehabilitation Counselor
Clairemont High School
4150 Ute Drive
San Diego, CA 92117

10. Judy Hagenaur
Special Education, ROP Program
Clairemont High School
4150 Ute Drive
San Diego, CA 92117

11. Ian Pumpian, Ph.D.
Department of Special Education
San Diego State University
San Diego, CA 92182

12. Patricia Patton, Ed.D.
Department of Special Education
San Diego State University
San Diego, CA 92182

13. Patricia Cegelka, Chair
Department of Special Education
San Diego State University
San Diego, CA 92182

14. Prudy Stephens
5467 Fontaine
San Diego, CA 92120

APPENDIX G

SAMPLE OF PROJECT IMPACT ON INSTITUTION: SFSU'S NEW MASTERS PROGRAM

MASTER OF ARTS IN SPECIAL EDUCATION

Vocational Special Education Specialization

The Department of Special Education at San Francisco State University offers an innovative training program in the field of vocational special education. The program trains teachers and professionals from related fields in the methods of developing vocational education programs for special education students. The completion of the program leads to the earning of a Master of Arts degree in Special Education with a specialization in vocational special education. The program focuses upon the following competency areas:

1) Career Education
2) Legal and Administration
3) Assessment and Evaluation
4) Vocational Training
5) Microcomputers
6) Family Involvement
7) Transition from School and Job Placement

Field experiences are emphasized in the coursework. The program is transdisciplinary with a focus on cooperation among special and regular education teachers, administrators, paraprofessionals, parents, and related professionals. An emphasis is placed on cross-categorical instruction where a variety of handicapped students with learning, sensory, physical, and emotional impairments are prepared for the world of work. The training program prepares personnel for teaching and administrative positions in the vocational special education field.

Three types of students may apply for the M.A. program:

1) Students concurrently enrolled in one of the special education specialist credential programs (Learning Handicapped, Severely Handicapped Hearing Impaired, Visually Impaired, Physically Handicapped)
2) Students having received a special education specialist credential in one of the above areas
3) Students with regular education teaching credentials.
4) Students with bachelor's degrees in related fields like psychology.

Special Interest Program

Persons wanting to learn and improve skills and knowledge in vocational special education may enroll in this program for a limited number of units if they do not wish to obtain a degree. These persons may include regular and special education teachers, professionals from related disciplines, and parents. Undergraduates apply as "Undeclared Majors"; Graduates apply for "Unclassified Graduate Standing."

Requirements for a Master's Degree

The Master of Arts in Special Education with a specialization in Vocational Special Education is designed to provide skills in facilitating the work potential of exceptional children and youth. Master's degrees programs are individualized except for the inclusion of the following requirements:

DEPARTMENT CORE

CLASS		UNITS
ISED 797	Seminar in Educational Research	(3)
SPED 801	The Disabled in Family, School and Community	(3)
SPED 788	Legal Rights for Exceptional Persons	(3)

UPON ADVISEMENT, ONE OF THE FOLLOWING PLANS:

SPED 811	Field Study in Education of Exceptional Children	(3)

OR

SPED 898	Master's Thesis	(3)

CORE EMPHASIS IN VOCATIONAL SPECIAL EDUCATION

CLASS*		UNITS
SPED 616	Utilizing Microcomputers for Special Learners	(3)
SPED 661	Career Education for the Learning Handicapped in the Public Schools	(3)
SPED 805	Internship in Vocational Education for Special Needs Students	(3)
SPED 906	Educational Issues Related to the Adult Disabled Population	(3)
Upper Division or Graduate course approved by graduate major advisor		(6-9)
MASTER'S PROGRAM MINIMUM TOTAL		30-33

* Minority and disabled students are encouraged to apply. A limited number of stipends are available for students enrolled in the program.

FOR MORE INFORMATION, PLEASE CONTACT:

Dr. Robert Gaylord-Ross, Coordinator
Dr. Vicki Casella
(415) 469-1161
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

APPENDIX H

GENERAL BIBLIOGRAPHICAL REFERENCES

VESN BIBLIOGRAPHY

Access to Employment, 1984, I (3), 1-6;
1984, I (4), 1-8;
1985, II (1), 1-8;
1985, II (3), 1-8.

American Vocational Association Special Needs Division. Brochure.

Appleby, J.A., & Wheeler, J.D. Vocational Education for Students With Special Needs-Module 6. American Institutes for Research, 1981.

Assembly Office of Research. Training Tommorow's Workers.

Barrett, P.L. Differential Standards. Differential Standards Committee Members, 1983.

Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Messina, R., & Schroeder, J. Principle of Partial Participation and Individualized Adaptations in Educational Programs for Severely Handicapped Students. TASH Journal, 1982, 7, 17-27.

Beal, J. Reading Across the Vocational Education Curriculum: A Practical Manual for Instructors.

Becker, R.L. Reading-Free Vocational Interest Inventory. Columbus, OH: Elbern, 1981.

Beckwith, J.A. Special Needs Students in Vocational Education. Boise, Idaho: Idaho State Division of Vocational Education Special Needs Office.

Bellamy, G.T., Rhodes, L.E., Bourbeau, P.E., & Mank, D.M. Sheltered Workshops, Day Activity Programs, and Consumers with Mental Retardation.

Bellamy, Sheehan, Horner, & Boles. Untitled article.

Bemidji State University. Student Support Services in Minnesota's Area Vocational Technical Institutes.

Bender, P., & Norgard, B. Everything You Ever Wanted to Know About A Learning Handicapped Student But Were Afraid to Ask.

Bibliography of Materials.

Bissonnette, D., & Pimentel, R. Performance Based Placement Manual. Chatsworth, CA: Milt Wright & Assoc., 1984.

Bogetich, T.M. Vocational Education Today and Tomorrow: A Focus on State Policy Development.

Boy Scouts of America. Fact Sheet: Scouting for the Handicapped.

Boyle, S. *Compendium of Special Education Legislation.* Sacramento, CA: Sacramento County Office of Education, 1985.

Brewner, M.M., McMahon, W.C., & Roche, M.P. *Job Survival Skills.* New York: Educational Design, Inc., 1984.

Brody-Hasazi, S., & Gillet, P. *Serving the LD Student in a Vocational Education Classroom*. Reston, VA: Clearinghouse on Handicapped and Gifted Children, 1984. (ERIC Document Reproduction Service No. NIE-400-81-0031).

Brolin, D.E. *Vocational Preparation of Persons With Handicaps.* Columbus, OH: Charles E. Merrill, 1982.

Brown, D. Independent Living and Learning Disabled Adults. *American Rehabilitation*, 1982, no vol., 18-22; 28.

Brown, L., Ford, A., Nisbet, J., Shiraga, B., VenDeventer, P., Sweet, M., & Loomis, R. *Teaching Severely Handicapped Students to Perform Meaningful Work in Nonsheltered Vocational Environments*. Madison, WI: University of Wisconsin-Madison, 1983.

Brown, L., Nietupski, J., & Hamre-Nietupski, S. *The Criterion of Ultimate Functioning and Public School Services for Severely Handicapped Students*.

California Association of the Physically Handicapped, Inc. *Adaptive Clothing Resources.*

California Association of Work Experience Educators. *CAWEE Mailgram*, 1983, *6* (2), 1-10.

California Community Colleges 1984:
Directory of California Community Colleges Exemplary Vocational Education Programs and Materials for Special Population Students.
Handicapped Student Programs and Services; Parameters for 1983-84.
Vocational Education Resource Package for a Practical Writing Curriculum.

California Education Code. *Individual Critical Skills Model: Excursions & Field Trips, Supervision of Students, Liability When Pupils Are Not on School Property*.

California Employment Development Department. *Memo to Employers: You Can Claim Up To $5,100 In Tax Credits For Each Eligible Job Seeker Hired.*

California Governor's Committee for Employment of the Handicapped.
ABC's of Hiring People With Disabilities.
Accommodation Can Be Reasonable: A Study of Accommodations Provided To Handicapped Employees By Federal Contractors.
Affirmative Action for Disabled People - A Pocket Guide.
Announcement of Winners of Governor's Committee Awards and Contest.
Annual Meeting of the President's Committee on Employment of the Handicapped.
Award Programs.
Bibliography: A Selected List of Books on Disability (for Adults).

Brief History of the California Governor's Committee for Employment of the Handicapped.
Bylaws of the Cal. Governor's Committee for Employment of the Handicapped.
Committee-Officers & Staff
Communique, May-July 1983.
Communique, Fall 1983.
Communique, Spring 1984.
Communique, Summer 1984.
Communique, Fall 1984-Winter 1985.
Communique, Spring 1985.
Directory, Local Committees.
Directory: Source Book for Employers and Disabled Job Seekers, 1983.
Disability is No Handicap for DuPont
Disincentives to Employment: Fact or Myth?
Education Sub-Committee.
Employer's Guide to Job Restructuring and Analysis.
Employing Workers With Disabilities: For Private and Public Employers.
End of the Year Report 1984.
Fact Sheet.
Federal Tax Deductions for Removing Barriers
Film Library and Media Presentations.
Fitting the Job to the Handicapped Worker.
Hiring Persons With Disabilities: Facts and Myths.
Hiring Persons With Hearing Impairments.
How to Accommodate Workers in Wheelchairs.
Information on Quarterly Activities of the Governor's Committee for Employment of the Handicapped, 1/19/85 - 4/19/85.
Information Packet.
Insurance and Disability
International Symbol of Access.
Language Guide on Disability: A Primer on How to Say What You Mean To Say.
Learning Disability: Not Just a Problem Children Outgrow.
Look Who's Minding the Store.
Myths About Hiring the Physically Handicapped.
National Decade of Disabled Persons.
New Doors Open for America's Retarded.
Opening Doors for the Disabled...To Good Union Jobs.
Planning for a Job: Tips for Disabled Students.
Positive Images of Disability (puzzle).
Preplacement Medical Examination
Public Service Announcement - 1984.
Publications List.
Respond to: Workers With Epilepsy.
Respond to: Workers With Muscular Dystrophy.
RRTC.
Search for Awareness (word puzzle).
So You're Going to Hire a Mentally Retarded Person.
So You've Hired Someone With a Hearing Impairment.
Special Junior Firefighters Coloring Book.
Supervising the Mentally Handicapped: The Procedures, the Rewards.
Supported Employment for Adults with Severe Disabilities: An Osers Program Initiative.
Tax Credits for Employing Disabled and Other Targeted Individuals.
The Economics of Rehabilitation.

U.S. Dept. of Labor, Letter from Raymond J. Donovan.
What Happens to Insurance Rates When Handicapped People Come To Work?

California Institute on Human Services, Sonoma State University.
Working Together: Spring 1982
Fall 1983
Fall 1984
Vocational Education Resource System (VERS): Handbook for Resource Facilitators and Administrators of Vocational Education Services.

California Notes, no d., no vol., 1-4.

California Occupational Information Coordinating Committee:
How to Develop and Use Labor Market Information in Local Occupational Program Planning:
Supplement I, Standard Industrial Classification to Yellow Page Listings.
Supplement II, Guide for Occupational Exploration Codes to DOT Codes.
Supplement III, Standard Occupational Classification Codes to DOT Codes.
Supplement IV, Projections of Employment Report Line Numbers to DOT Codes.
Supplement V, Classification of Industrial Program Codes to DOT Codes.
Supplement VI, Occupational Employment Statistics Codes to DOT Codes.
Supplement VII, Handbook VI Codes (USOE) to DOT Codes.

California State Department of Education.
A Study of the Relationship of Vocational Education Systems to the Local Job Market for Individuals With Exceptional Needs.
California Schools are Moving Up.
Career/Vocational Assessment of California Secondary Students With Exceptional Needs.
Evaluation of the Work Ability Program: 1982-83.
Five H, Formula for Improving Vocational Education for the Handicapped, Phase II.
Guide for Documentation of National Priority Programs.
Legislative Update: Special Education and Related Legislation 1983-84.
Operational Policies, Regional Occupational Centers/Programs, 1982 Edition.
Project Work Ability, assorted materials.
Some Facts about California Educators.
State Education Coordination and Grants Funding Process.
The Three-Year Federal Supplement to the California State Department of Education Plan for Vocational Education.
Update: Laws and Regulations Pertaining to Career/Vocational Education for Handicapped Students.
Vocational/Career Education for Handicapped Individuals in California.

California State Department Of Education, Bureau of Industrial Education:
California Industrial Arts Education.
Moving Up in Industrial Education.

California State Department of Education, Division of Special Needs. California Special Education Programs - A Composite of Laws. Sacramento, CA: CA State Dept. of Education, 1984.

California State Department of Education, Media Services.
Department Produced Media Presentations.
Selected Publications.

California State University, Los Angeles, Industrial Studies Department:
Mainstreaming the Hearing Impaired for Auto Mechanics.
Mainstreaming the Learning Handicapped for Auto Mechanics.
Mainstreaming the Orthopedically Handicapped for Auto Mechanics.
Mainstreaming the Visually Impaired for Auto Mechanics

Callahan, L.A., & Steele, G.M. California Community Colleges - 1985 Equipment Needs Survey of Occupational Education Programs. Sacramento, CA: California Community Colleges, no d.

CANHCgram, 1983, 17 (5), 1-8;
1983, 17 (6), 1-12;
1985, 19 (2), 1-8.

Career Development for Exceptional Individuals,
1983, 6, 65-128;
1984, 7, 10-46.

Career Education for the Exceptional Learner. Exceptional Education Quarterly, 1982, no v. (no i.), no pps.

Cegelka, P.T., Lewis, R., Rodriguez, A.M., and Pacheco, R. Educational services to handicapped students with limited english proficiency: a California statewide study. Reston, VA: ERIC, 1986.

CENTERGRAM, 1983, XVIII (10), 1-4;
1983, XVIII (12), 1-4;
1984, XIX (6), 1-4;
1984, XIX (11), 1-4;
1985, XX (1), 1-4;
1985, XX (2), 1-4;
1985, XX (6), 1-4;
1985, XX (6), 1-4;
1986, XXI (2), 1-4.

Chadsey-Rusch, J., & Hanley-Maxwell, C. (Eds.). Enhancing transition from school to the workplace for handicapped youth: the role of special education. Champaign, IL: University of Illinois at Urbana-Champaign, 1985.

Chancellor's Office, California Community Colleges and the Vocational Education Unit, California State Department of Education:
How the VOICE System Works.
VOICE Descriptors.

Closer Look, Summer 1978.

Contra Costa County Private Industry Council. *Concept Paper for Employer - Sponsored Training Programs*.

Coordinating Council For Handicapped Children, assorted pamphlets.

Corthell, D.W., & Van Boskirk, C. *Continuum of Services: School to Work*. Menomonie, WI: University of Wisconsin-Stout, 1984.

Course helps disabled land jobs. O'Neill, S. *Contra Costa Times*, August 8, 1983, p. 3A.

Criteria for Plan for Achieving Self-Support.
Plan for Self-Support Under SSI Program.
Requirements For Exclusion.

D'Alonzo, B.J., Marino, J.F., & Kauss, M.W. Mesa Public School Comprehensive Career and Vocational Education Program for Disabled Students. *CDEI*, 1984, *7*, 22-29.

DCD News - Division on Career Development, 1983, *8* (2), 1-8;
1984, *8* (4), 1-10;
1984-85, *9* (1), 1-8;
1985, *9* (1), 1-10;
1985, *9* (3), 1-10.

Department of Mental Health, *Components of a Proposal*.

Department Of Rehabilitation.
A Consumer's Guide to the Department of Rehabilitation.
Client Information Booklet: You Need to Know.
Evaluation of Rehabilitation Potential: Preliminary Diagnostic Study.
Interagency Agreement, Departments of Rehabilitation and Education.
Let REHAB Go To Work For You.
Notice of Public Hearing on Emergency Regulations for the Department of Rehabilitation, Habilitation Services Program.
Rehabilitation Reference Book, Fiscal Year 1981-82.
Seminar on Social Security & SSI Disability: Plans for Achieving Self Support (Pass) Concepts.

Department of Vocational Rehabilitation. *Classification of Disabling Conditions and Causes*.

Digest of Data on Persons with Disabilities. Washington, D.C.: Mathematica Policy Research, Inc., 1984.

Directory of College and University Programs in Sacramento.

Disincentives/Incentives to Employment

DISSEMIN/ACTION Project. *A Categorical List of Personnel Preparation Projects.* Vienna, VA: Production and Information Services, 1984.

Division on Career Development. Decade of the Disabled: Transition to Work and Life. (assorted materials).

The DLD Times, 1984, 1 (3), 1-8;
1984, 2 (1), 1-8;
1985, 2 (2), 1-8.

Dougan, P. A Question of Image. Unpublished notes from Ellensburg VII Conference, Ellensburg, Washington: Central Washington University, 1984.

Dreyer, S.S. The Bookfinder - When Kids Need Books. Circle Pines, MN: American Guidance Service, 1985.

Education Associates, Inc. The Job World Instructor's Manual. Frankfort, KY: Education Associates, Inc., 1982.
The Job World Workbook. Frankfort, KY: Education Associates, Inc., 1982.

Education's Legislative Scene, 1983, 4 (43), 1-4.

Elk Grove Unified School District. Sample: Special Vocational Education Form.

Employment and transitional resources for handicapped and disabled persons. Closing the Gap, 1985, 4 (2), no pps.

Employment Development Department Fact Sheet.
Jobs Tax Credits
Services to the Disabled.

ERIC Computer Searches.
Vocational Education/Special Education Preservice (IHE) Curriculum.
Vocational Education/Special Education/Vocational Rehabilitation in Secondary Education.

EUREKA, California Career Information System, Brochures and Information.

Extension of the Targeted Jobs Tax Credit. Hearing before the Subcommittee on Select Revenue Measures.

Favorini, A., Fogarty, T.W., Goyette, C.H., Gragan, D.E., McGuire, G., & Monroe, B. Specific Learning Disabilities - A Resource Manual for Vocational Rehabilitation. Allegheny County, PA: Vocational Rehab. Center, 1983.

Federal Disability, Related Legislation House Bills.

Federal Register, April 3, 1980, 45 (66), 22493-22631.

Federal Regulations Title 34. Laws and Regulations Pertaining to Career/Vocational Education for Handicapped Students.

For Your Information - VOICE, 1980, 4, 1-32.

Foxx, R.M., & McMorrow, M.J. *Stacking the Deck: A Social Skills Game for Retarded Adults*. Champaign, IL: Research Press, 1983.

Fudell, S.E. *How to Hold Your Job (Teacher's Guide and Student Workbook).*

Galloway, C. *Employers as Partners: A Guide To Negotiating Jobs for People with Disabilities*. Sonoma, CA: Sonoma State University, 1982.

Gaylord-Ross, C., Forte, J., & Gaylord-Ross, R. *The Community Classroom: Technological Vocational Training for Students With Serious Handicaps*. San Francisco: San Francisco State University, 1983.

Gaylord-Ross, R., et al. *Community Vocational Training for Handicapped Youth*. San Francisco: San Francisco State University, 1985.

Gillet, P. *Career Education for Children With Learning Disabilities.*

Glascoe, L.G., & Miller, L.S. *Life centered career education activity book two*. Reston, VA: The Council for Exceptional Children, 1986.

Grant will put 80 CC disabled students to work. Dickinson, J. *Contra Costa Times*, February 27, 1984, p. 3A.

Greenan, J.P. *Identification of Generalizable Skills in Secondary Vocational Programs: Executive Summary*. Columbia, MO: University of Missouri-Columbia, 1984.

Hammill, D.D. *DTLA-2 - Detroit Tests of Learning Aptitude.* Austin, TX: Pro-ED, 1985.

Hamre-Nietupski, S., Nietupski, J., Bates, P., & Maurer, S. Implementing a Community-Based Educational Model for Moderately/Severely Handicapped Students: Common Problems and Suggested Solutions. *TASH Journal*, 1982, *7*, 38-43.

Handicapped Employment: Incentives & Disincentives.

Harcourt Brace Jovanovich Legal and Professional Publications, Inc. *California Laws Relating To Minors*.

Harrie, R.P., & Weller, C. *What is Dyslexia?* Reston, VA: Clearinghouse on Handicapped and Gifted Children, 1984. (ERIC Document Reproduction Service No. NIE-400-81-0031).

Harrington, T.F. *Handbook of Career Planning for Special Needs Students.* Rockville, MD: Aspen Systems, 1982.

Hartman, R.C., & Krulwich, M.T. *Learning Disabled Adults in Postsecondary Education*. Washington, D.C.: HEATH Center, 1983. (ERIC Document Reproduction Service No. ED 238 239).

Hazen, S. *National Network for Professional Development in Vocational Education*. Illinois: University of Illinois, no d.

Hedberg, S.
Combined Classroom Training and On-the-Job Training.
The Disabled in American Culture.
Vocational Views.

HHS News, January 24, 1984.

Hill, M., & Wehman, P. Cost Benefit Analysis of Placing Moderately and Severely Handicapped Individuals into Competitive Employment. *TASH Journal*, 1983, *8*, 30-38.

Howard, R. *Vocational Education of Handicapped Youth*. Washington, D.C.: National Association of State Boards of Education, 1979.

Hudder, J.A. *Special Education Materials: A Mixed-Media Catalog*. Stillwater, OK: Oklahoma State University, 1983.

Human Development News, February 1984, pp. 1-8.

Imel, S. *Adult Education for the Handicapped*. Columbus, OH: The National Center for Research in Vocational Education, no d. (ERIC OVERVIEW-FACT SHEET No. 23).

In search of excellence: Instruction that works in special education classrooms. *Exceptional Children*, 1986, *52* (6), 481-608.

Indiana Department of Public Instruction. *Special Educators' Guide to Exemplary Curricula*.

Insuring Handicapped People: A Contract Compliance Guide. Washington, D.C.: Mainstream, Inc.

Interchange, 1984, *no v*. (no i.), 1-8;
1984, *no v*. (no i.), 1-8;
1985, *no v*. (no i.), 1-8;
1985, *no v*. (no i.), 1-8;
1985, *no v*. (no i.), 1-8;
1985, *no v*. (no i.), 1-8;
1986, *6* (3), 1-8.

Job Accommodation Network (JAN).

Journal for Vocational Special Needs Education, 1983, *6* (1), 1-28;
1984, *6* (2), 1-28;
1984, *6* (3), 1-36;
1985, *7* (2), 1-40;
1985, *7* (3), 1-36;
1985, *8* (1), 1-32.

Journal of the Division on Mental Retardation, February 1983, no pps.

Journal of Teacher Education and Special Education, Summer 1982, no pps.

JTPA. *The JTPA Monitoring Guide*.

Kaufman, L. *Agreement with Cajon Valley School District*.

Kimeldorf, M. *Job Search Education.* New York: Educational Design, Inc., 1985.

Kingsbury, D. *Computer Applications in Vocational Education*. Bemidji State University, 1984.

Kingsbury, D., & Jochem, J. *I.T.S.V.E.: Status Report on the 1983-84 Activities*. Bemidji State University, 1984.

Kokaska, C.J. High technology - Employment for handicapped people. *The Journal for Vocational Special Needs Education*, 1985, *8* (1), 25-28;30.

Litigation and special education. *Exceptional Children*, 1986, 52 (4), 306-399.

Lobodinski, J., McFadden, D., & Markowicz, A. *Marketing Your Abilities - A Guide for the Disabled Job-Seeker*. Washington, D.C.: Mainstream, Inc., 1984.

Long, & Silverstein. *Policy Issues in Special Education*. Washington, D.C.: National Association of State Directors of Special Education, 1983.

Mager, R.F., & Beach, K.M., Jr. *Developing Vocational Instruction.* Belmont, CA: Pitman Learning, Inc., 1967.

Mainstream - Magazine of the Able-Disabled, 1985, *9* (11), 1-22.

Making Transition a Reality. April 30 - May 2, 1985 Conference at El Rancho.

Malouf, D., & Taymans, J. Personnel Preparation in Career/Vocational Education for the Handicapped. *TEASE*, 1982, *5* (3), 24-29.

Margosian, J. *Job Training Partnership Information*.

Marin Puzzle People

Mayor's Commission on Disabled Persons. *Oakland - The Accessible City*. Oakland, CA: Mayor's Commission on Disabled Persons, 1985.

Mayrhofer, A. *Workers' Compensation Insurance*. Stockton, CA: Stockton Unified School District, 1982.

McCarr, D. *Vocabulary Building Exercises for the Young Adult, Books A,B,C,D,E,F,G.*

McCarthy, J.M. How to teach the hard-to-reach. *Grade Teacher Magazine*, 1967, no v., no pps.

McCarthy, J.M. *Toward dispelling the mystique of learning disabilities - "The mystique is a mistake"*.

McDonnell, J.J., Wilcox, B., Boles, S.M., & Bellamy, G.T. *Issues in the transition from school to adult services: a survey of parents of secondary students with severe handicaps*. Eugene, OR: University of Oregon, no d.

McKinney, L., & Okeafor, K. A Model to Facilitate the Transition from School to Work. *CDEI*, 1984, *7*, 39-44.

McKinney, L.A. *Project Transition*. Columbus, OH: The National Center for Research in Vocational Education, no d.

Meyen, E.L., & Clark, G.M. *Retool Proposal: Consortium on Career Education for the Handicapped*. Lawrence, KS: University of Kansas, 1976.

Michigan State Board of Education. *Ideas for Activities*. Lansing, MI: Michigan Career Education, 1976.

Miller, C. *Update - Laws and Regulations Pertaining to Career/Vocational Education for Handicapped Students*. Costa Mesa, CA: Orange County Dept. of Education, 1984.

Miller, L.S., & Glascoe, L.G. Life centered career education activities: Elementary and junior high.

Miller, L.S., & Glascoe, L.G. *Life centered career education activity book 1*. Reston, VA: The Council for Exceptional Children, 1986.

Mississippi State University. *Rehabilitation and Vocational Special Needs Education*.

Moon, S., Goodall, P., Barcus, M., & Brooke, V. (Ed.). *The supported work model of competitive employment for citizens with severe handicaps: a guide for job trainers*. Richmond, VA: Virginia Commonwealth University, 1985.

Morford, T.R., & Mauer, S.M. *Seven Steps to Employment*. Frankfort, KY: EAI, 1983.

Morford, T.R., & Mauer, S.M. *Successful Transitions: A Guide Through the Employment Process*. Frankfort, KY: EAI, 1984.

Mosenfelder, D. *Vocabulary for the World of Work 1.* New York: Educational Design, Inc., 1985.

Muraski, J.A. Designing Career Education Programs That Work. *Academic Therapy*, 1982, *18* (1), 65-67.

National Alliance of Business. *A Pocket Guide to the Job Training Partnership Act of 1982.* Washington, D.C.: National Alliance of Business, no d.

National Association for Retarded Citizens. Mentally Retarded Persons in the Open Job Market. *Personnel Journal*, 1977, *no v.*, 238-240.

National Association of The Deaf. *Catalog of Publications 1984.*

The National Center for Research in Vocational Education. (assorted materials).

National Clearing House of Rehabilitation Training Materials. *December 1984 Memo.*

National Commission on Secondary Vocational Education. *The Unfinished Agenda - The Role of Vocational Education in the High School.* Columbus, OH: National Center for Research in Vocational Education, no d.

National Organization on Disability. *Corporate Partnership Program, May 1983.*

Nave, G., Browning, P., & Carter, J. *Computer Technology for the Handicapped in Special Education and Rehabilitation: A Resource Guide.*

Network News, 1984, *3* (5), 1-4;
1984, *4* (1), 1-8;
1984, *4* (2), 1-8;
1985, *4* (3), 1-8;
1985, *4* (5), 1-8.

Newsnotes, 1985, *IX* (1), 1-8.

Oberman, C.A., & Arnold, J.B. *Synopsis of Recent Case Law in Special Education.* Washington, D.C.: National Association of State Directors of Special Education, 1983.

Olshansky, S. Changing Vocational Behavior Through Normalization.

Orange County Department of Education. *Programs for Developmentally Disabled Adults.* Orange, CA: Author, 1984.

Otazo, K. *Things the Vocational or Mainstreamed Teacher Can Do To Help the Disabled Student To Succeed.* Pittsburgh: Association for Children with Learning Disabilities, no d.

Ottman, S.R. *Special Education Training Needs of Vocational Teachers.* Santa Barbara, CA: Santa Barbara Applied Research, 1982.

Palmer, J.T. *Technology, Career Development, and Special Needs Students. CDEI,* 1984, *7*, 3-11.

Parker, R.M. *OASIS - Occupational Aptitude Survey & Interest Schedule.*

Parrish, L.K., & Kok, M.R. *Procedures Handbook for Special Needs Work-Study Coordinators.* Rockville, MD: Aspen Systems, 1985.

Payne, J.S., Miller, A.K., Hazlett, R.L., & Mercer, C.D. *Rehabilitation Techniques - Vocational Adjustment for the Handicapped.* New York: Human Sciences Press, 1984.

Phelps, L.A., & Frongillo, M.C. Preparing vocational educators to serve special population youth: An exploratory evaluation and follow-up study. Champaign, IL: unpublished, 1985.

President's Committee on Employment of the Handicapped.
About Jobs and Mentally Retarded People.
Employers Are Asking...
Guide to Job Placement of Mentally Restored People.
Independent Living Ideas.

PROJECT MERGE

Pumpian, I. Community Intensive Instruction. Unpublished article.

Regional Occupational Centers and Regional Occupational Programs.

Renzaglia, A., Bates, P., & Hutchins, M. Vocational Skills Instruction for Handicapped Adolescents and Adults.

Report, 1983, no v. (3), 1-12.

Revell, W.G., Arnold, S., Taylor, B., & Zaitz-Blotner, S. Project Transition: Competitive Employment Service for the Severely Handicapped Mentally Retarded. Journal of Rehabilitation, 1982, no v. (no i.), 31-34.

Reyes, J.G. Vocational Education for the Handicapped In California.

Reynolds, M.L. Vocational Education/Special Education Project II. Mt. Pleasant, MI: Central Michigan University, 1976.

Richey, J. Career Awareness Plus, Hotel/Motel WORDS.

Riles, W., & Leavenworth, A.M. Report to the Legislature from the State Board of Education. 1982.

Rusch, F.R., & Schutz, R.P. Non-Sheltered Competitive Employment of the Mentally Retarded Adult: Research to Reality? Journal of Contemporary Business, no d., 8 (4), 85-86.

Sacramento County Office of Education. Regional Occupational Program, assorted brochures.

Sacramento Regional Occupational Program. ROP Fact Sheets, 1983-1984.

Sample Transparencies:
Before You Accept the Job.
Completing a Basic Job Application.
Employer and Employee Expectations: How to Keep Your Job.
How to Find Job Openings.
Resume.

San Diego State University. Joint Doctoral Program in Education.

San Francisco State University. Vocational Special Education Program.

San Jose State University.
Brochures on Special Education Program.
Information from Joint Advisory Panel Meeting.
Library Catalog.

San Juan Unified School District.
Special Need Students Vocational Preparation.
Support Services for Young Adults with Special Needs.

Schinke, S.P., & Gilchrist, L.D. Life Skills Counseling with Adolescents.

Secondary News, 1984, no v., 1-7.

Sensory Aids Foundation, September 1983, no pps.

SETA Scene, 1984, 5 (4), 1-6.

Sitlington, P.L.
Examples of Microcomputer Software Related to Career/Vocational Programming for the Handicapped.
Guidelines for Evaluating Instructional Software in the Area of Career/Vocational Programming for the Special Needs Learner.

Small Business Illustrated, March 1984, pp. 1-24.

Smarte, L. Discovering Special Education Resources: A Workshop on ERIC and ECER. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, 1981.

Smith, J. CIL Organization Charts.

Smith-Davis, J. When Handicapped Children Grow Up. National Information Center for Handicapped Children and Youth, 1983, no v., no pps.

Smith, R.C. Seven Special Kids: Employment Problems of Handicapped Youth.

Social Security Administration (assorted pamphlets & brochures).

Special Edition Newsletter, 1984, 2 (2), 1-6;
1985, 2 (3), 1-6;
1985, 2 (4), 1-4.

Special Education Reporter, 1982, 6 (8), 1-4;
1983, 7 (2), 1-4.

Special Education Resource Network, assorted materials.

Starkey, C.M., & Penn, N.W. Essential Life Skills Series (5 vols.). Lincolnwood, IL: National Textbook Company, 1985.

Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout:
A Comparison of Computerized Job Matching Systems
A Guide to Job Analysis
Bibliography on Job Placement.
Catalog of Audio-visual Materials.
Employment Orientation Workshop, A Job Seeking Skills Class for Injured Workers.
Job Seeking Skills, A Curriculum and Guide.
Pathways to Employment, Strategies for Assisting Hard-To-Employ People.
Physical Demands Job Analysis: A New Approach
VEEAP Procedures and Training Handbook

Teaching Exceptional Children, 1983, 15 (4), 179-242.

The Adult Learner, 1983, 8 (1), 1-24.

The Capsule, 1984, no v. (no d.), 1-36.

The National Commission on Secondary Vocational Education. The Unfinished Agenda - The Role of Vocational Education in the High School.

Tindall, L.W., Gugerty, J.J., & Dougherty, B. Utilizing the Job Training Partnership Act Funds for the Vocational Education, Training and Employment of Special Needs Students. Madison, WI: The Vocational Studies Center, no d.

Treff, A.V., & Jacobs, D.H. Life Skills Mathematics.

United States Congress, Public Law 98-199, Education of the Handicapped Act Amendments of 1983.

United States Congress, Public Law 98-524 - October 19, 1984, "The Carl D. Perkins Vocational Education Act".

United States Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles. Washington, D.C.: U.S. Government Printing Office, 1982.

University of Southern California. Brochure on Special Education Program.

Unknown article.

Vocational Assessment in the Public Schools.

VOC ED - Journal of the American Vocational Association, 1985, 60 (4), 1-55;
1985, 60 (6), 1-63.

Vocational Education Journal, 1985, 60 (5), 1-64;
1985, 60 (7), 1-64.

Vocational Education Services, Indiana University:
Microcomputers: The VocEd Connection - Resource Handbook
Target: Employment, A Resource Guide to Job-Seeking and Job-Retention Materials.

Vocational Education/Special Education Project II. VESEP II Trainer's Manual. Mason, MI: VESEP II, no. d.

Vocational Education/Special Education Project II. VESEP II Procedural Manual. Mt. Pleasant, MI: VESEP II, 1976.

Vocational Training Enrichment, Inc. (VTE).

Vocational Training News,
1984, 15 (20), 1-10;
1984, 15 (39), 1-10;
1984, 15 (43), 1-10;
1984, 15 (46), 1-10;
1984, 15 (47),1-10;
1984, 15 (51), 1-10;
1985, 16 (4), 1-10;
1985, 16 (5), 1-12;
1985, Special Report, 1-10.

VOICE:
Serving Your JTPA Needs.
Who Do I Contact for VERS Resources?

"Wants" of Vocational Education for Handicapped Students.

Watson, D., Anderson, G., Ford, N., Marut, P., & Ouellette, S.:
Adjustment Services for Hearing-Impaired Persons: Research & Practice.
Job Placement of Hearing-Impaired Persons: Research & Practice.
Vocational Evaluation of Hearing-Impaired Persons: Research & Practice.

Wehman, P. Competitive Employment: New Horizons for Severely Disabled Individuals. Baltimore, MD: Paul H. Brookes, 1981.

Wehman, P., & Hill, J. Preparing Severely and Profoundly Handicapped Youth To Enter Less Restrictive Environments. In P. Wehman & J. Hill (Eds.), Instructional programming for severely handicapped youth: A community integration approach. Richmond, VA: Virginia Commonwealth University, 1980.

Wehman, P., Hill, M., Goodall, P., Cleveland, P., Brooke, V., & Pentecost, J.H., Jr. Job Placement and Follow-up of Moderately and Severely Handicapped Individuals After Three Years. TASH Journal, 1982, 7, 5-16.

Wehman, P., & Kregel, J. The Supported Work Model: Toward Job Placement and Retention of Severely Handicapped Individuals. Richmond, VA: Virginia Commonwealth University, 1983.

Wehman, P., & Pentecost, J.H., Jr. Facilitating Employment for Moderately and Severely Handicapped Youth. Richmond, VA: Virginia Commonwealth University, no d.

Weintraub, F.J., & Ramirez, B.A. Progress in the Education of the Handicapped and Analysis of P.L. 98-199. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, 1985.

Wershing, A., Gaylord-Ross, C., & Gaylord-Ross, R. Implementing a Community-Based Vocational Training Model: A Process for Systems Change. Unpublished article.

Wershing, A. References Pertaining to job modifications and job redesign for physically handicapped individuals. San Francisco: unpublished, 1985.

Westaby, S. Employment of the Handicapped: Review of Periodicals.

West Virginia Department of Education. Industrial Arts/Technology in West Virginia Schools.

Will, M. Bridges from School to Working Life.

Wircenski, J.L. Employability Skills for the Special Needs Learner: An Integrated Program of Reading, Math & Daily Living Skills.

Wisconsin Vocational Studies Center:
- Better Than I Thought! Eight Filmstrips to Prepare Vocational Teachers for Mainstreaming Handicapped Students.
- CAP Approach to Modifying Vocational Programs for Handicapped Students.(Volume 1, Agriculture. Volume 2, Business/Office. Volume 3, Health. Volume 4, Home Economics. Volume 5, Trades & Industry.
- Effective Microcomputer Assisted Instruction for the Vocational Education of Special Needs Students.
- Puzzled About Educating Special Needs Students?: A Handbook on Modifying Vocational Curricula for Handicapped Students.
- Puzzled About Educating Special Needs Students? Annotated Bibliography: Modifying Vocational Curricula for Handicapped Students.
- Strategies for Developing A Coordinated Vocational Assessment Process for Youth.
- Tools, Equipment & Machinery: Adapted for the Vocational Education & Employment of Handicapped People.

Woelfer, C.P., et al. Vocational Education Curriculum Articulation in North Carolina. CCR - Community College Review, 1980, 8 (1), 38-44.

Word from Washington, 1983, 14 (10), 1-14.

A Working Agreement: Unions and Affirmative Action for Handicapped People. Washington, D.C.: Mainstream, Inc., 1980.

Zieziula, F.R. Assessment of Hearing Impaired People: A Guide for Selecting Psychological, Educational, and Vocational Tests.

Zigmond, N., Sansone, J., Miller, S., Donahoe, K., & Kohnke, R. Teaching learning disabled students at the secondary school level. Reston, VA: The Council for Exceptional Children, 1986.

Zwerlein, R.A., Smith, M., & Diffley, J. Vocational Rehabilitation for Learning Disabled Adults. Albertson, NY: Human Resources Center, 1984.

APPENDIX I

PRESERVICE TRAINING MODULES; MEETING THE VOCATIONAL NEEDS OF SPECIAL POPULATIONS

PERSONNEL TRAINING MODULES:

STATE WIDE INTRAEDUCATIONAL AND INTERAGENCY APPROACH TO MEETING THE VOCATIONAL NEEDS OF A WIDE-RANGE OF DISABLED LEARNERS

Project Coordinator

Bruce A. Ostertag

Project Directors

Bruce A. Ostertag
Ian Pumpian
Robert Gaylord-Ross

California State Universities:

Sacramento
San Diego
San Francisco

October, 1986

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare.

Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

TABLE OF CONTENTS

Title — Module Number

I. Federal and California State Mandates Pertaining To The Vocational Education of Handicapped Youth.......1

II. Resources, Organizations, and Contacts Pertaining To Vocational Special Needs.............................2

III. Social Security Administration Services for the Employed/Disabled.................................3

IV. Job Training Partnership Act (JTPA) and Special Need Individuals...4

V. Computers and Special Learners..........................5

VI. Computer-Based Vocational Guidance Systems for Special Learners...6

VII. Funding Resources for Special Need Individuals.........7

VIII. Utilizing a Systems Analysis in Planning for Change....8

IX. Process Strategies for Developing Interagency/Interdisciplinary Collaboration...........................9

X. Working with Parents of Handicapped Youth in Transition from School to Work....................................10

XI. Collaboration with Private Industry for Integrated Training and Placement Purposes of Handicapped Youth...11

XII. Establishing a Job Training Station Task Force.........12

XIII. Community Living Skills Relevant to Vocational Preparation...13

XIV. Adaptive (Noncomputer) Devices in Vocational Special Education...14

XV. Community Business Inventory; A Process for Delineating and Prioritizing Business Environments.................15

XVI. Negotiating Work Training Stations with Employers......16

XVII. Model Vocational Special Needs Programs................17

MODULE 1: LAWS

MODULE 1

PERSONNEL TRAINING: FEDERAL AND CALIFORNIA STATE MANDATES PERTAINING TO THE VOCATIONAL EDUCATION OF HANDICAPPED YOUTH

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of federal and California state mandates (statutes and regulations) pertaining to the vocational education of handicapped students.

RATIONALE

It is imperative for trainees to be cognizant of the specific federal and California state mandates which address the vocational education of special need students. Knowledge of these statutes and regulations will allow trainees to fully utilize the services available for handicapped student's vocational education. Once a working knowledge of the enactment of and options afforded by these mandates are obtained, personnel who will provide vocational services can better meet the needs of handicapped students.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. report upon key federal mandates
2. report upon key state (California) mandates
3. relate federal and state (California) mandates to the trainee's specific area of training
4. relate the implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)
5. develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Report upon key federal mandates	Completion - oral group report including: a. Public Law (P.L.) 93-112, Sections 503, 504 b. P.L. 94-142 c. P.L. 94-482 d. P.L. 97-300 e. P.L. 98-199 f. P.L. 98-524, Title II-A, Title V	Group/Ins. critique (video-tape)
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
2. Report upon key state (California) mandates	Completion - oral group report including: a. Assembly Bill (A.B.) 817 b. A.B. 2652, Chapter 1334, Section 5.5 c. A.B. 3075 d. Senate Bill (S.B.) 1345, Chapter 201, Sections 13, 15, 23, 24, 25 e. S.B. 1870 f. S.B. 2058 g. California Administrative Code, Title 5, Section 3051.14	Group/Ins. critique (video-tape)
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
3. Relate federal and and state (California) mandates to the trainee's specific area of training	Completion - oral group report including the Federal and California mandates from Objectives 1 and 2.	Group/Ins. critique (Video-tape)
	Completion - written summary	Written critique and grade/Ins.
4. Relate implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)	Completion - oral group report specifying implementation of mandates for local school district, county program, or vocational rehabilitation agency	Group/Ins. critique (video-tape)
	Completion - written summary	Written critique and grade/Ins.

Objective	Procedure	Criteria
5. Develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems	Completion - oral group report summarizing Objectives 1-4 with modifications to improve implementation at the local level	Group/Ins. critique (Video-tape)
	Completion - written summary	Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Report upon key federal mandates
    - A. Handouts highlighting salient points of:
        - i. Vocational Rehabilitation Act of 1973 (P.L. 93-112, Sections 503 and 504)
        - ii. Education for all Handicapped Children Act of 1976 (P.L. 94-142)
        - iii. Vocational Education Amendments of 1976 (P.L. 94-482)
        - iv. Job Training Partnership Act of 1982 (P.L. 97-300)
        - v. Education of the Handicapped Act, Amendments of 1983 (P.L. 98-199)
        - vi. Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524, Titles II-Part A and V)
    - B. Instructor lecture clarifying federal mandates
    - C. Trainee grouping by area of expertise
    - D. Group research
    - E. Group oral reports, videotape, critique
    - F. Group submission of written report, critique and grade
    - G. Graded examination (written)

2. Objective 2: Report upon key state (California) mandates (in conjunction with Objective 1)
    - A. Handouts highlighting salient points of:
        - i. A.B. 817 (Papan)
        - ii. A.B. 2652 - Chapter 1334, Section 5.5 (Moore)
        - iii. A.B. 3075 (Papan)
        - iv. S.B. 1345 - Chapter 201, Sections 13, 15, 23, 24, 25 (Sieroty)
        - v. S.B. 1870 (Rodda)
        - vi. S.B. 2058 (Rains)
        - vii. California Administrative Code, Title V - Section 3051.14
    - B. Instructor lecture clarifying state (California) mandates
    - C. Trainee grouping as per Objective 1
    - D. Group research
    - E. Group oral reports, videotape, critique
    - F. Group submission of written report, critique and grade
    - G. Graded examination (written)

3. Objective 3: Relate Federal and state (California) mandates to the trainee's specific area of training*
    - A. Trainee grouping as per Objectives 1 and 2
    - B. Handouts from Objectives 1 and 2
    - C. Written reports from Objectives 1 and 2
    - D. Group identification of specific mandates/sections of mandates pertaining to their professional area
    - E. Group oral report, videotape, critique
    - F. Group submission of written report, critique and grade

    * Objective 3 may be done in conjunction with Objectives 1 and 2; if so, eliminate Step C from Objective 3.

4. Objective 4: Relate implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)
   A. Development of interview questions by trainees for agency representatives (see "C" below)
   B. Handouts from below agency representatives
   C. Panel presentation by representatives from:
      i. Vocational Rehabilitation Counseling
      ii. Vocational Education (Regional Occupational Center/Program, Industrial Education)
      iii. Special Education-Secondary
      iv. Adult Education
      v. Post-Secondary Education
      vi. Other Agencies (Goodwill, Purple Heart, Alta Regional Center, etc.)
   D. Question/Answer session with representatives
   E. Field trip to view sample agency programs (optional-suggest small group visitation per agency)
   F. Grouping of trainees by agency interest
   G. Group compilation of research, notes, etc.
   H. Group oral reports, videotape, critique
   I. Group submission of written report, critique

5. Objective 5: Develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems (in conjunction with Objective 5)
   A. Instructor overviews Objective 4 - Items B thru E
   B. Grouping of trainees as in Objective 4
   C. Group synthesis of research, notes, etc.
   D. Group development of possible modifications to existing agency implementations of mandates
   E. Group oral reports, videotape, critique
   F. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Report upon key federal mandates	View filmstrip, "PL 94-142" Instructor lecture-overview of key federal mandates Videotape key governmental personnel-overview specific Public Laws Order copies of complete Public Laws-class review and discussion Panel of experts-presentation with question/answer session VOICE printouts-identification of literature that discusses/reviews appropriate Public Laws-student report on materials Media search of available movies, videos, etc.-overview appropriate Public Laws (VOICE, California Clearinghouse Depository, CEC, AVA) Individual research report by trainees
Report upon key state (California) mandates	Instructor lecture-overview of state statutes and regulations Videotape key state governmental personnel-overview specific Assembly and Senate Bills Obtain brochures, booklets, etc.-overview of state mandates Panel of experts-presentation with question/answer session Order copies of relevant Assembly and Senate bills-class review and discussion Trainee development of flow-charts outlining state mandates with salient points Individual research report by trainees
Relate Federal and state (California) mandates to the trainees specific area of training	Panel of experts from representative areas-presentation with questions/answers Videotape of experts from representative areas-discussion of topic Trainee development of booklet/report detailing topic Individual interviews by trainees of personnel from representative areas Attend lecture

Objective	Facilitating Activities/Alternatives
Relate implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)	Instructor lecture Videotape of representative experts Critique of agencies' implementation of policies Interview personnel from representative areas Report model agency implementation efforts Compare and contrast local agencies' efforts to model agency programs
Develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems	Instructor facilitation of discussion Compare and contrast agencies' written policy for implementation to actual effort Interview of personnel from representative areas for their suggested modifications Individual report on modifications

REFERENCES AND RESOURCES

RESOURCES

California State Department of Education
Special Needs Division
721 Capitol Mall
Sacramento, CA 95814 916/445-4036

California State Department of Education
Vocational and Continuing Education Division
721 Capitol Mall
Sacramento, CA 95814 916/445-3314

California State Department of Employment Development
800 Capitol Mall
Sacramento, CA 95814 916/445-8008

California State Department of Rehabilitation
830 K St. Mall
Sacramento, CA 95814 916/322-3068

California State Division of Libraries
Library and Courts Building
Sacramento, CA 95814 916/322-4570

Special Education Resource Network
650 University Ave.
Room 201
Sacramento, CA 95825 916/921-0521

Vocational And Occupational Information Center for Educators
721 Capitol Mall - 4th Floor
Sacramento, CA 95814 916/445-0401

REFERENCES

Boyle, S. Compendium of special education legislation. Sacramento, California: Sacramento County Office of Education, 1985.

Brolin, D. Vocational preparation of persons with handicaps (second edition). Columbus, Ohio: Charles E. Merrill Publishing Company, 1982.

California Institute on Human Services of Sonoma State University. Vocational education resource system (VERS): handbook for resource facilitators and administrators of vocational education services. Sacramento, California: California State Department of Education, 1984.

Carl D. Perkins Vocational Education Act (P.L. 98-524, 19/October/1984).

Dougan, P. Memo: P.L. 98-199 grant information. Sacramento, California: Special Education Resource Network, 1984.

Education For All Handicapped Children Act (P.L. 94-142, 29/November/1975).

Education of the Handicapped Act, Amendments (P.L. 98-199, 3/January/1983).

Job Training Partnership Act (P.L. 97-300, 13/October/1982).

Miller, C. *Laws and regulations: career/vocational education for handicapped students*. Costa Mesa, California: Orange County Department of Education, 1986.

Miller, C. *Revised update: laws and regulations pertaining to career/vocational education for handicapped students.* Costa Mesa, California: Orange County Department of Education, 1984.

Parrish, L. and Kok, M. *Procedures handbook for special needs work-study coordinators.* Rockville, Maryland: Aspen Publications, 1985.

Revenue Act of 1978, Targeted Jobs Tax Credit (P.L. 95-600, Sec. 321, 6/November/ 1978).

Special Education Division, California State Department of Education. *California special education programs: a composite of laws, education code-part 30 and other related laws.* Sacramento, California: California State Department of Education, 1985.

U.S. Department of Labor. *The Fair Labor Standards Act of 1938, as amended, part 520.* Washington D.C.: U.S. Government Printing Office, 1980.

Vocational Education Amendments (P.L. 94-482, 12/October/1976).

Vocational Rehabilitation Act (P.L. 93-112, 26/September/1973).

Weintraub, F. & Ramirez, B. *Progress in the education of the handicapped and analysis of P.L. 98-199.* Reston, Virginia: ERIC Clearinghouse, 1985.

SUMMARY OF LAWS RELEVANT TO THE VOCATIONAL EDUCATION OF HANDICAPPED YOUTH

Heather Kaney, Program Development Specialist
Special Education Resource Network
California State Department of Education

Legislative Background

The last few decades have witnessed a legislative movement to insure the rights of persons with disabilities as well as to provide for fullest possible participation in society. Highlighted below are the key federal and California legislative acts, and those sections that pertain to the successful transitioning of individuals with special needs from secondary education to the world of work and the community.[1]

I. Special Education

A. Federal

O PUBLIC LAW 94-142, THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975, requires that public schools provide free appropriate public education for students with disabilities between ages three and twenty-one. This includes special education, related services, regular education, and specially designed vocational education if needed. The Act requires cooperation between educational and other service agencies, including vocational education.

Vocational education is included in the definition of special education if it consists of specially designed instruction to meet the unique needs of a student with a disability. Public Law 94-142 defines vocational education as:

> "...organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

---

[1] Barbara L. Troolin, Minnesota Transition Resource Manual, White Bear Lake MN.: Minnesota Curriculum Services Center, 1985, pp. 12-20; Caryl Miller, Laws and Regulations: Career/Vocational Education for Handicapped Students, Orange County Department of Education, 1985, pp. 1-21; Project TIE, "Vocational Transition: A Priority for the 80's," Rehabilitation Research and Training Center, Virginia Commonwealth University, Richmond, Vol. 1, No. 1.

- PUBLIC LAW 98-199 (1983) contains amendments to The Education For All Handicapped Children Act. The law provides funding for secondary education and transition services for youth with disabilities between ages 12 and 21. It authorizes funding for research, training and demonstration in: 1) strategies and techniques for transition to independent living; 2) demonstration models emphasizing vocational, transitional, and job placement services; 3) provision of demographic studies on numbers and types of handicapping conditions of students and services required; 4) initiation of collaborative models between education agencies and adult service providers; 5) development of procedures for evaluation of programs in the area of transition.

B. California Education Code, Part 30

O Assessment - Chapter 4, Article 2, Section 56320(f)

The pupil is assessed in all areas related to the suspected disability including, where appropriate, career and vocational abilities and interests.

O Individualized Education Plan (IEP)
Vocational Component - Chapter 4, Article 3, Section 56345(b)

When appropriate, the individualized education program shall also include, but not be limited to, all of the following:

- o Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age.
- o Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age, who require differential proficiency standards pursuant to Section 51215.

O Resource Specialist Duties - Chapter 4, Article 4, Section 56362(a)

The resource specialist program shall provide, but not be limited to, all of the following:

- o Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

O Designated Instruction and Services - Chapter 4, Article 4, Section 56363(a)

These services may include, but are not limited to, the following:

- o Specially designed vocational education and career development.

II. Vocational Education and Career Development

A. Federal

O PUBLIC LAW 98-524, THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984 states that 10% of each State's formula grant allotment under Part A be used to provide vocational education to individuals with disabilities, as additional cost over regular vocational education expenditures.

Mandates that every student with disabilities and his/her parents be informed of vocational education opportunities available in school one year before such services are provided but no later than the beginning of ninth grade.

Emphasizes that students with disabilities must have equal access to vocational education services when appropriate, as indicated in the IEP. Services may include:

- vocational assessment
- special services with adapted curriculum to meet needs
- guidance counseling and career development
- staff and counseling services to facilitate transition

B. California

O SPECIALLY DESIGNED VOCATIONAL EDUCATION AND CAREER DEVELOPMENT CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, SECTION 3051.14

Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- Providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes

- Coordinating and modifying the regular vocational education program for an individual with exceptional needs

- Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community

  - Establishing work training programs within the school and community
  - Assisting in job placement
  - Instructing job trainers and employers as to the unique needs of the individuals
  - Maintaining regular scheduled contact with all work stations and job-site trainers
  - Coordinating services with the Department of Rehabilitation and other agencies as designated in the individualized education program

- Work Experience

  - General Information

    The California Administration Code (CAC), Title 5 for Work Experience Education (WEE) is being revised and will be adopted in the Spring or Summer of 1986. For the latest revised copy of the draft, contact John Iskra, Regional Coordinator of Vocational Education, State Department of Education, 1919 - 21st Street, Sacramento, CA 95814, (916) 445-6581.

  - Specially Designed Work Experience Program

    A specially designed program of work experience is one which is organized when students cannot participate in a work experience program designed for regular students. Project WorkAbility is a example of a specially designed program. (See Appendix A for a description of Project WorkAbility.)

III. Employment

A. Federal

- PUBLIC LAW 97-300, JOB TRAINING PARTNERSHIP ACT (JTPA) OF 1982 is a block grant, replacing the Comprehensive Employment and Training Act (CETA), through which states receive money for job training and disburse it through industrial/business councils in each service delivery area. The council reviews job market information and adds its own expertise to select and establish training programs for youth and other groups.

Much of the state's allocation is for local job training, support services, administration, and statewide coordination. Persons with disabilities are included in the "special needs group" as identified by the Governor's Job Training Council. These persons may receive the same job training services offered to any eligible participant of a job training program. Training services include remedial education, classroom instruction, vocational counseling, temporary work experience, on-the-job training, job upgrading and retraining, job search assistance and job placement. (JTPA funds are designated for direct training services, not income support.)

Local private industry councils (PICs) decide what special groups to serve. One-third of the PIC members are from business and industry. Funds allocated from the Governor's Job Training Council are partly on recommendations by local PICs and partly on labor market information gathered about the area. Since the program's focus is to increase the role of private business and industry in the training and employment of youth with disabilities, this partnership bridges the public and private sector.

O TARGETED JOBS TAX CREDIT (TJTC) is an elective Federal income tax credit that can be applied to the wages private employers pay to certain groups of employees. The targeted groups include Supplemental Security Income (SSI) recipients, general assistance recipients, persons with disabilities referred by state vocational rehabilitation or Veterans Administration programs, 18 to 24 year-olds from economically disadvantaged families, economically disadvantaged Vietnam veterans, young adults education program, economically-disadvantaged ex-offenders, recipients of Aid to Families with Dependent Children (AFDC) and participants in the Work Incentive (WIN) program, involuntary terminated CETA employees hired before January 1, 1983, and economically disadvantaged 16 and 17 year old new summer youth employees.

Eligibility determination and certifications in California are completed by the State Employment Development Department. This program has provided incentives for employers to hire disabled workers.

Note: This credit was offered through Dec 31, 1985. Federal and State legislation is pending to extend TJTC beyond that date.

- PUBLIC LAW 98-527, THE DEVELOPMENTAL DISABILITIES ACT OF 1984 adds "employment related" activities as a new priority service to administering agency of developmental disabilities fund. Drops non-vocational social developmental services as a priority service. This Act defines and strongly encourages supported employment services.

- SOCIAL SECURITY ACT: SECTIONS 1619a AND 161b (effective through 6/30/87; legislation has been introduced to extend these provisions indefinitely) - 1619a authorizes cash benefits to be paid to working social security beneficiaries as long as their earnings are below the federal break even point. 1619b authorizes the continuation of medical coverage to social security recipients with earnings exceeding the break even point if recipients continue to qualify for benefits. Allows for a 15-month re-entitlement period following the 9-month trial period for SSI and SSDI beneficiaries if recipient loses a job due to his/her disability.

IV. Rehabilitation/Habilitation

A. Federal

- PUBLIC LAW 93-112,THE REHABILITATION ACT OF 1973, INCLUDING SECTION 504, authorizes federal support for training mentally and physically handicapped persons and placing them into employment. "Handicapped individual" is defined as an individual who 1) "has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment; and 2) can reasonably be expected to benefit from vocational rehabilitation services provided."

  Part of the Act authorizes grants to designated vocational rehabilitation agencies to provide services such as counseling, referral, training, placement. State agencies are directed to give priority to serving "those individuals with the most severe handicaps." For each individual served, an individualized written rehabilitation program (IWRP) is designed by a counselor, the individual with a disability, and the parent.

  Section 504 has been described as a "bill of rights" for persons with disabilities, since it prohibits discrimination on the basis of a handicap in any private or public program that receives federal funds.

B. California

O LANTERMAN DEVELOPMENTAL DISABILITIES SERVICES ACT OF 1983

- Habilitation

This Act provides the vehicle to assure certain rights and monitor program results for persons with developmental disabilities to include, for the purpose of this document, "a right to habilitation services" and a right to social interaction and participation in community activities. [Chapter 1, Section 4502(a), (f)]

"Habilitation Services" are those community-based activities that are of appreciably longer duration than vocational rehabilitation services. Habilitation services are available for those individuals who are so severely disabled that they do not presently have a potential for competitive employment. Habilitation services prepare developmentally disabled adults for sheltered, competitive employment, or vocational rehabilitation services, and/or to maintain them at their highest level of vocational functioning or independent living.

Habilitation services are purchased by a Regional Center with Habilitation Service Program funds from community-based work activity or sheltered workshop programs. Skills are developed in the areas of independent living, socialization, basic education, and vocational education.

O REHABILITATION FACILITIES AND SHELTERED WORKSHOPS CALIFORNIA ADMINISTRATIVE CODE, TITLE 9, CHAPTER 3, ARTICLE 9

- A rehabilitation facility is an organization and physical facility, publicly, privately, or cooperatively sponsored, in which a program of integrated and coordinated services is offered. These services are provided for developmental, social/emotional and vocational restoration or personal adjustment of adults and minors with disabilities. The range of services may include, but not be limited to placement, training, education, sheltered or extended employment and evaluation. A rehabilitation facility shall include, but not be limited to a sheltered workshop component, activity centers, state/county institutions and other facilities which provide work skills development programs.

- A sheltered workshop is that component of a work-oriented rehabilitation facility with a controlled working environment and individual vocational goals which utilizes work experience and related services for assisting handicapped persons to progress toward normal living and productive vocational status.

O VOCATIONAL REHABILITATION CALIFORNIA ADMINISTRATIVE CODE, TITLE 9, CHAPTER 3, ARTICLE 9

- State Department of Rehabilitation

  Services are provided as funds are available, on an individual basis, with each person receiving the particular services he or she is found to need as indicated in the client's Individual Written Rehabilitation Plan (IWRP).

MODULE 2: RESOURCES

MODULE 2

PERSONNEL TRAINING: RESOURCES, ORGANIZATIONS, AND CONTACTS PERTAINING TO VOCATIONAL SPECIAL NEEDS

Patricia Dougan, Program Development Specialist
Special Education Resource Network
California State Department of Education

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of the organizational and personnel groups that pertain to the vocational education of special needs students.

RATIONALE

Services and personnel for students with special needs and their families are provided and/or supported by a myriad of agencies and organizations. Resource networking is a key to the success of trainees in this field. Trainees must develop a knowledge base of the organizational structures relating to transition.

OBJECTIVES

As the following relates to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. describe the major resource system structures
2. relate specific resources to the trainee's field
3. identify sample resources in vocational education, special education and vocational rehabilitation
4. identify resource information management systems

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe resource systems that they currently use
2. identify personnel/contracts they currently use
3. define personal philosophy related to the knowledge of resources in the vocational education of special needs students

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Describe major resource system structures	Completion - individual written pretest including resources from the federal and state levels	Written critique and grade/Ins.
	Objective post-exam - on organizations (see Service Guide handout at end of Module 2)	90% or above
	Obtain copies of new resource brochures	Informal monitoring/ Ins.
2. Relate specific resources to trainee's field	Completion - oral group report including the Federal and California resources	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
3. Identify sample resources in vocational education, special education, and vocational rehabilitation	Completion - panel presentation by representatives from federal, state, and local resources	Group/Ins. critique
	Objective multiple choice exam	90% or above
	Completion - written summary	Written critique and grade/Ins.
4. Identify resource info. mgt. systems	Completion individual written summary including: a. curriculum data banks b. professional organizations c. consumer advocacy groups	Written critique and grade
	Identify management systems trainee's employer currently use	Informal monitoring/Ins.
	Completion - group oral report on an information mgt. system	Group critique/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Describe major resource system structures

    A. Instructor lecture on resource structures
    B. Graded individual written pre and post-test of resources
    C. Handout - "Resource Guide"
    D. Handouts - overviewing selected resources
    E. Trainees obtain brochures of newly identified resources

2. Objective 2: Relate specific resources to trainee's field

    A. Trainee grouping by area of expertise
    B. Handouts from Objective 1
    C. Group research of specific resources pertaining to their professional area
    D. Group oral reports and critique
    E. Group submission of written report, critique, and grade
    F. Graded examination (written)

3. Objective 3: Identify sample resources in vocational education, special education, and vocational rehabilitation

    A. Handouts from Objective 1
    B. Development of interview questions by trainees for resource agency representatives (see #3D below)
    C. Handouts from resource agency representatives
    D. Panel presentation with representatives from:
        1. Special Education Resource Network
        2. Vocational Education Resource System
        3. Rehabilitation Region IX
    E. Question/answer session with representatives
    F. Group submission of written summary and critique

4. Objective 4: Identify resource information management systems

    A. Handouts from Objectives 1 and 3
    B. Written reports from Objectives 1, 2, and 3
    C. Individual research
    D. Individual written summary, critique, and grade covering:
        1. VOICE
        2. JAN
        3. SPECIALNET
        4. Four others of their own selection
    E. Group oral reports on selected information management system

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Describe major resource system structures	Handout - "Resource Guide" Trainees obtain brochures of resources Instructor lecture - overview of key resource structures Instructor critique of the complexity of resource systems
Relate specific resources to trainee's field	Obtain brochures, booklets, consultant list, etc. Instructor lecture - overview Group research of professional resources Trainee development of booklet/report detailing topic Individual research report Panel of experts Field trips and report out
Identify sample resources in vocational education, special education, and vocational rehabilitation	Panel of experts from representative areas - presentation with questions/answers Videotape of experts Individual interviews by trainees of personnel from representative areas Instructor lecture - overview of resources Media search Individual research by trainees Obtain brochures, booklets, etc. detailing resource Critique of resource effectiveness

REFERENCES AND RESOURCE GUIDE

A Guide to Special Vocational Education-Related Resources Serving Youth with Disabilities Nationally and in the State of California

TABLE OF CONTENTS FOR RESOURCES

Page

Common Acronyms 7

Community

Advocacy Organizations

A. Consumer 7
B. Parent 8
C. Personnel 9
D. Associations 11

Government Agencies

Federal 13

State

A. Developmental Disabilities 13
B. Education 14
C. Health 15
D. Mental Health 15
E. Rehabilitation 15
F. Social Services 15
G. Employment 15

Information Centers 16

Promising Practices

Federally Funded Grants

A. Transition 18
B. Other 20

Nominated Exemplary Practices 20

Common Acronyms

CAWEE (see California Association of Work Experience Educators)

DR (see Department of Rehabilitation)

EDD (see Employment Development Department)

ICSM (see California State Department of Education, Special Education Division, Special Education Resource Network)

JTPA (see Employment Development Department or California State Department of Education, Employment Preparation Division)

NARIC (see National Rehabilitation Information Center)

OSHA (see Industrial Relations Department)

Regional Centers (see Developmental Services Department)

REHABDATA (see National Rehabilitation Information Center)

SERN (see California State Department of Education, Special Education Division)

TASH (see The Association for Persons with Severe Handicaps)

TGTC - Targetted Jobs Tax Credits (see California Employment Development Department)

VERS (see California State Department of Education, Vocational Education Division)

VOICE (see California State Department of Education, Vocational Education Division)

WORKABILITY (see California State Department of Education, Employment Preparation Division)

Community

Advocacy Organizations

A. Consumer

Disability Rights Education and Defense Fund
2032 San Pablo Avenue
Berkeley, CA 94702 (415) 644-2555

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910 (301) 587-1788 (VOICE/TTY)

National Federation of the Blind, Western Region
44114 N. 30th Street, West
Lancaster, CA 93534 (805) 258-4411, ext. 35

People First International, Inc.
P.O. Box 12642
Salem, OR 97309 (503) 362-0336

Protection and Advocacy, Inc.
2131 Capitol Avenue
Sacramento, CA 95816 (916) 447-3324

Western Center on Law and Poverty
449 Broadway Avenue
El Centro, CA 92243 (714) 353-0220

B. Parent

California Society for Autistic Children
3913 Calgary Avenue
San Diego, CA 92122 (619) 453-7484

California Special Education Network
112 Spruce Road
Fairfax, CA 94930 (415) 459-6587

Down Syndrome Parents Group, Inc.
11549 Doral Avenue
Northridge, CA 91326 (213) 366-3199

Federation for Children with Exceptional Needs
312 Stuart Street
Boston, MA 02116 (617) 482-2915

National Association for Retarded Citizens
"Job Development Workshop for Parent Volunteers"
1701 W. Charleston, Suite 650
Las Vegas, NV 89102 (702) 384-5988

National Society for Children and Adults with Autism
Sacramento Chapter (NSAC)
4325 Frizell Avenue
Sacramento, CA 95842 (916) 338-3833

Parent Educational Advocacy Training Center
228 South Pitt Street, Suite 300
Alexandria, VA 22314 (703) 836-2953
TDD (703) 836-3026

The Parents' Graduation Alliance
135 Education
University of Oregon
Eugene, OR 97403 (503) 686-5311

Special Education Community Advisory Committee Network of California
13161 Cherry Street
Westminster, CA 92683 (714) 893-6478

Team of Advocates for Special Kids (Parents)
1800 East LaVeta
Orange, CA 92666 (714) 771-6542/43

C. Personnel

Academy of Pediatrics
2825 Acacia Road
Walnut Creek, CA 94595 (415) 934-3183

American Association of Workers for the Blind, Northern CA Chapter
Pennisula Center for the Blind
2435 Taber Place
Palo Alto, CA 94303 (415) 858-0202

The Association for Persons with Severe Handicaps
7010 Roosevelt Way, N.E.
Seattle, WA 98115 (206) 523-8446

Association of Mexican-American Educators
P.O. Box 54428
Terminal Annex
Los Angeles, CA 90054-0428 (213) 625-6335

California Alliance for Physical Therapists/Occupational Therapists
40571 Ives Court
Fremont, CA 94538 (415) 651-8607

California Association of Adult Day Services
c/o Cal. Arf.
1121 L Street, Suite 410
Sacramento, CA 95814 (916) 441-5844

California Association of Bilingual Educators
926 J Street, #1207
Sacramento, CA 95814

California Association of Health Careers Educators

California Association of Postsecondary Educators of the Disabled
c/o Martha Kanter, Monterey Peninsula College
980 Fremont Blvd.
Monterey, CA 93940 (408) 646-4070

California Association of Program Specialists
796 Woodside Lane, #1
Sacramento, CA 95825 (916) 927-4628

California Association of Regional Occupational Centers/Programs

California Association of Resource Specialists
6060 Kenneth Avenue
Carmichael, CA 95608 (916) 944-0880

California Association of School Psychologists and Psychometrists
23032 Samuel Street, #18
Torrance, CA 90505

California Association of School Social Workers
P.O. Box 664
San Bruno, CA 94066 (415) 322-1908

California Association of Teachers of the Hearing Impaired
3580 Louis Road
Palo Alto, CA 94303 (415) 494-6935

California Association of Vocational Education National Priority Populations
c/o Dr. Thomas Lopez
Peter Lassen Annex
5022 58th Street
Sacramento, CA 95820 (916) 454-8273

California Association of Work Experience Educators
Newsletter: c/o Palo Alto High School
50 Embarcadero
Palo Alto, CA 94301 (415) 855-8186

California Business Education Association

California Home Economics Association

California Industrial Education Association

California School Nurses Association
925 L Street, Suite 850
Sacramento, CA 95814 (916) 443-1611

California Speech-Language-Hearing Association
2631 Capitol Avenue
Sacramento, CA 95816 (916) 442-3555

California State Federation Council for Exceptional Children
P.O. Box 1074
Huntington Beach, CA 92647-1074 (714) 962-1356 ext. 264

Employment and Training Association of California

Home Economics Teachers Association

National Registry of Interpreters for the Deaf
814 Thayer Avenue
Silver Spring, MD 10910 (301) 588-2406 (Voice/TTY)

Psychologist Advocacy Group
422 Cabrillo
Davis, CA 95616

Special Education Task Force
California School Boards Association
6595 San Harordo
Buena Park, CA 90620 (213) 922-1737

State Hispanic Council for Hispanics with Developmental Disabilities
P.O. Box 7127
East Los Angeles Station
Los Angeles, CA 90022

D. Associations

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007 (202) 337-5220 (VOICE/TTY)

American Council for the Blind
1010 Vermont Avenue, N.W., Suite #1100
Washington, D.C. 20005 (800) 424-8666

American Council of the Blind of California
5565 Florence Terrace
Oakland, CA 94611 (415) 841-0170

Association for Deaf/Blind
Southwest Regional Deaf/Blind Center
721 Capitol Mall, Room 621
P.O. Box 94244-2720
Sacramento, CA 94244-2720 (916) 445-0402

Association for Severe Disorders of Language
4290 Mount Avane Court
San Diego, CA 92111 (619) 565-7308

Better Hearing Institute
Hearing Helpline
5021 "B" Bachlich Road
Annandale, VA 22003 (800) 424-8576

California Association for Retarded Citizens
14140 K Street
Sacramento, CA 95814 (916) 441-3322

California Association of Rehabilitation Facilities
1121 L Street, Suite #410
Sacramento, CA 95814 (916) 441-5844

California Association of the Physically Handicapped
4953 Jumano Avenue
San Diego, CA 92117 (619) 276-4697

California Coalition of Hispanic Organizations
P.O. Box 160084
Sacramento, CA

California State Advisory Council on Vocational Education
1900 S Street
Sacramento, CA 95814 (916) 445-0698

Epilepsy Information Line
University of Washington
(800) 426-0660

National Center for Stuttering
200 E. 33rd Street
New York, NY 10016 (800) 221-2483

National Crisis Center for the Deaf
Attn: Medical Information and Referral Service
Blue Ridge Poison Center
P.O. Box 484 Medical Center
University of Virginia
Charlottesville, VA 22908 (800) 446-9876

National Down Syndrome Society Information Line
(800) 221-4602

National Federation for the Blind, Western Region
4114 N. 30th Street, West
Lancaster, CA 93534

National Health Information Center for Educational Media
P.O. Box 40130
Albuquerque, NM 87196 (800) 421-6711

National Rehabilitation Association
633 South Washington Street
Alexandria, VA 22314 (703) 836-0850

Rehabilitation International USA
20 W. 40th Street
New York, NY 10018 (212) 869-9907

Spina Bifida Association
343 South Dearborn Street, Suite #310
Chicago, IL 60604 (800) 621-3141

United Cerebral Palsy Association - California
Advocacy Services
1507 21st Street, Suite #109
Sacramento, CA (916) 448-4504

Government Agencies

Federal

Federal Department of Labor
Regional Office
450 Golden Gate Avenue
P.O. Box 36017
San Francisco, CA 94102 (415) 556-3423

Federal Office of Civil Rights in Education
Region IX
1275 Market Street, 14th Floor
San Francisco, CA 94103 (415) 556-9894

U.S. Department of Education
Office of Special Education and Rehabilitative Services
Washington, D.C. 20202 (202) 732-1112

Western Regional Resource Center
College of Education
Eugene, OR 97403-1215 (503) 686-5641

State

A. Developmental Disabilities

California State Council on Developmental Disabilities
1507 21st Street, Room #320
Sacramento, CA 95814 (916) 322-8481

California State Department of Developmental Services
1600 Ninth Street
Sacramento, CA 95814 (916) 322-8154

California State Organization of Area Boards
1507 21st Street, Room #321
Sacramento, CA 95814 (916) 323-0750

Organization of Area Boards on Developmental Disabilities
1507 21st Street
Sacramento, CA 95814 (916) 323-0750

B. Education

California Community Colleges
Chancellor's Office
Specially Funded Programs
1107 Ninth Street
Sacramento, CA 95814 (916) 324-8592

California State Department of Education
Adult, Alternative, and Continuing Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 322-6368

California State Department of Education
The Clearinghouse Depository for Handicapped Students
721 Capitol Mall (Mail)
1025 P Street (Parcel Post)
Sacramento, CA 95814 (916) 445-1290

California State Department of Education
Employment Preparation Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 322-5050

California State Department of Education
Instructional Support and Bilingual Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 445-7492

California State Department of Education
Special Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 323-4768

California State Department of Education
Vocational Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 445-3314

Special Education Resource Network
Resource Service Center
650 University Avenue, Suite #201
Sacramento, CA 95825 (916) 921-0521

Vocational and Occupational Information Center for Educators (VOICE)
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 445-0402

Vocational Educators Resource System
California Institute on Human Services
Sonoma State University
Rohnert Part, CA 94928 (707) 664-2416

C. Health

California State Department of Health Services
744 P Street
Sacramento, CA 95814 (916) 445-4171

D. Mental Health

California State Department of Mental Health
1600 9th Street
Sacramento, CA 95814 (916) 323-8241

E. Rehabilitation

California State Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814 (916) 322-3068

F. Social Services

California State Department of Social Services
744 P Street
Sacramento, CA 95814 (916) 445-4500

G. Employment

California Conservation Corps
1530 Capitol Avenue
Sacramento, CA 95814 (916) 445-8183

California State Department of Employment Development
800 Capitol Mall
Sacramento, CA 95814 (916) 445-8008

California State Department of Industrial Relations
2422 Arden Way
Sacramento, CA 95825 (800) 652-1476

California State Labor Commissioner
Labor Standards and Enforcement
2422 Arden Way, #50
Sacramento, CA 95825 (916) 920-6116

Governor's Committee on Employment of the Handicapped
800 Capitol Mall (EDD)
Sacramento, CA 95814 (916) 323-2545

Information Centers

American Council on Rural Special Education
Western Washington University
Bellingham, WA 98225 (206) 676-3576

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206 (502) 895-2405

Assistive Device Resource Center
Missouri LINC

Clearinghouse on the Handicapped
Office of Information and Resources for the Handicapped
Office of Special Education and Rehabilitative Services
U.S. Department of Education, Room 3106
Switzer Building
Washington, D.C. 20202 (202) 245-0080

Disability Information Center
University of Southern Maine
246 Deering Avenue
Portland, ME 04102

ERIC Clearinghouse of Information Resources
School of Education
Syracuse, NY 13210 (315) 423-3640

ERIC Clearinghouse on Adult Career and Vocational Education
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210 (800) 848-4815

Gallaudet College Press
Division of Public Services
Kendall Green
7th and Florida Avenue, NE
Washington, D.C. 20002 (202) 651-5591 (VOICE/TTY)

Handicapped Learner Materials Distribution Center
Audio-Visual Center
Indiana University
Bloomington, IN 47405

Higher Education and the Handicapped Resource Center
P.O. Box 1492
Washington, D.C. 20013 (202) 833-4707 (VOICE/TTY)

Human Resource Center
I.U. Willets Road
Albertson, NY 11507 (516) 747-5400

Information Center for Individuals with Disabilities
20 Park Plaza, Room #330
Boston, MA 02116 (617) 727-5540

Institute for Information Studies
200 Little Falls Street
Falls Church, VA 22046 (703) 533-0383

Instructional Materials Center for Handicapped Children
Indiana Department of Public Instruction
"Special Educators' Guide to Exemplary Curricula"
P.O. Box 100, Butler University
Indianapolis, IN 46208 (317) 927-0397

Job Accomodation Network for Employers
West Virginia University
P.O. Box 468
Morgantown, West Virginia 26505 (800) 526-7234

Library of Congress, National Library Service for the Blind and Physically Handicapped
Washington, D.C. 20452 (202) 287-5100

Mainstream, Inc.
1200 15th Street, N.W.
Washington, D.C. 20005

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210 (800) 848-4815

National Information Center for the Handicapped Children and Youth
Mail Stop 2305, U.S. Department of Education
Washington, D.C. 20202

National Institute for Handicapped Research
Mail Stop 2305
Office of Special Education and Rehabilitation Services
Department of Education
Washington, D.C. 20202 (202) 245-0595

National Institute of Neurological and Communication Disorders and Stroke
Building 31, Room #8A 06
National Institute of Health
Bethesda, MD 20205 (301) 496-5751

National Rehabilitation Information Center
(funded by the) Department of Education-National Institute of Handicapped Research
Catholic University of America
4407 8th Street, N.E.
Washington, D.C. 20017 (202) 635-5822

National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623 (716) 475-6748 (VOICE/TTY)

Pennsylvania Resources and Information Center for Special Education
200 Anderson Road
King of Prussia, PA 19406

Recording for the Blind, Inc.
215 E. 58th Street
New York, NY 10022 (212) 751-0860

Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure Barriers
George Washington University
1828 L Street, N.W., Suite #704
Washington, D.C. 20036

Rehabfilm, International Rehabilitation Film Review Library
20 West 40th Street
New York, NY 10018

Sex Information and Educational Council
New York University
51 West 4th Street, Room #53
New York, NY 10003 (212) 673-3850

SpecialNet Electronic Communications Board
National Association of State Special Education Directors
2021 K Street, N.W., Suite #315
Washington, D.C. 20006 (202) 296-1800

Promising Practices

Federally Funded Grants

A. Transition

Career Assessment and Training Center
Whittier Union High School District
9401 S. Painter Avenue
Whittier, CA 90605 (213) 698-8121

A Cooperative Model
Santa Barbara High School District
723 E. Cota Street
Santa Barbara, CA 93103 (805) 963-4331

The Employment Retention Program
Richmond Unified School District
3038 Simas Avenue
Pinole, CA 94564 (415) 234-3825

North Bay Developmental Disability Service
790 Sonoma Avenue
Santa Rosa, CA 95404 (707) 528-6161

Occupational Therapy Student Training for High School Based
Independent Living Skills Development
University of Southern California
Department of Occupational Therapy
12933 Erickson Avenue
Downey, CA 90242 (213) 922-7205

Preparation of Career Education Specialists in Special Education
San Jose State University Foundation
One Washington Square
San Jose, CA 95192 (408) 277-3681

Preparation to Assist the Handicapped Toward Productive Employment
San Jose State University Foundation
One Washington Square
San Jose, CA 95192 (408) 277-3681

Project Independence
California State University, Fresno
Fresno, CA 93740 (209) 2237

PROJECT TEAM WORK
American Institute for Research
P.O. Box 1113
Palo Alto, CA 94302 (415) 3550

Project Work
San Diego State University
6505 Alvarado
San Diego, CA 92182 (619) 229-2462

Rehabilitation Services - Severely Disabled, Supported Work
California Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814 (916) 323-4347

Transition Project
Community College Chancellor's Office, Special Services
1107 9th Street
Sacramento, CA 95814 (916) 324-8592

Transition Project
Stockton Unified School District, Special Education
701 North Madison
Stockton, CA 95202 (209) 944-4034

B. Other*
* OSERS Funded - Division of Personnel Preparation

Project Interdependence - To Assist Handicapped Toward Productive Employment
California State Department of Education
Special Education Division
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720 (916) 323-4784

Nominated Exemplary Practices*
* Regional Rehabilitation Network Region IX Nominated Exemplary Innovations/Promising Practices September 1985

Aid-Employment
P.O. Box 5003 (L-452)
Livermore, CA 94550 (415) 423-2907

Community Rehabilitation Training Center
1030 E. Cypress
Covina, CA 91724 (818) 966-4438

Eden Express
799 B Street
Hayward, CA 94543 (415) 886-8765

La Puente Work Evaluation Program
Valley Vocational Center
14234 East Valley Blvd.
La Puente, CA 91746 (818) 968-0595

Los Angeles Unified School District Pilot Program
Vocational Education for the Handicapped
644 West 17th Street
Los Angeles, CA 90015 (213) 742-7562

Project 2000
Exceptional Childrens' Foundation
3750 W. Martin Luther King, Jr. Blvd.
Los Angeles, CA 90008 (213) 290-2000

Project WorkAbility
California State Department of Education
Employment Preparation Division
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720 (916) 324-3643

Sacramento Vocational Services
6950 21st Avenue
Sacramento, CA 95820 (916) 381-1300

San Gabriel Valley Area Transition Program
California Department of Rehabilitation
150 South Los Robles, 7th Floor
Pasadena, CA 91101 (818) 304-8300

Torrance High School/Department of Rehabilitation Cooperative Project
Los Angeles Coastal District
California Department of Rehabilitation
8929 S. Sepulveda Blvd., Suite #300
Los Angeles, CA 90045 (213) 649-1710

Work Training Program
5650 Shoup Avenue
Woodland Hills, CA 91367 (818) 999-5080

MODULE 3: SOCIAL SECURITY SERVICES

MODULE 3

PERSONNEL TRAINING: SOCIAL SECURITY ADMINISTRATION SERVICES FOR THE EMPLOYED/DISABLED

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will identify Social Security Administration programs and regulations pertaining to the vocational needs of handicapped students.

RATIONALE

Knowledge of the incentives/disincentives to work inherent in the application of Social Security Administration regulations is a necessity for trainees. Trainees will learn to assist handicapped students in maintaining needed and appropriate Social Security benefits while being employed; the myth of disincentives for employment, as it relates to Social Security, will be dispelled.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. identify the application process to Social Security
2. identify key Social Security and related programs/regulations
3. identify the local implementation of Social Security programs
4. identify key personnel in the local Social Security

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped pupils
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Identify the application process to Social Security	Completion - oral group report outlining the steps in applying for Social Security assistance/ programs	Group/Ins. critique (videotape)
	Completion - written summary with flow-chart of application process	Written critique and grade/Ins.
2. Identify key Social Security and related programs/regulations	Completion - oral group report including: a. Supplemental Security Income(SSI) b. Medi-Cal and In-Home Support Services (IHSS) c. Trial Work Period (TWP) d. P.L. 98-460 i. Section 1619 (a) ii.Section 1619 (b) e. Impairment-Related Work Expenses (IRWE) f. Extended Period of Eligibility (EPE) g. Plan for Achieving Self-Support (PASS) h. Substantial Gainful Activity (SGA)	Group/Ins. critique (Videotape)
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
3. Identify the local implementation of Social Security programs/regulations	Completion - oral group report specifying implementation at local level of: a. Supplemental Security Income (SSI) b. Medi-Cal and In-Home Support Services (IHSS) c. Trial Work Period (TWP) d. P.L. 98-460 i. Section 1619 (a) ii.Section 1619 (b) e. Impairment-Related Work Expenses (IRWE) f. Extended Period of Eligibility (EPE) g. Plan for Achieving Self-Support (PASS)	Group/Ins. critique (Videotape)

Objective	Procedure	Criteria
	h. Substantial Gainful Activity (SGA)	
	Completion - Written summary	Written critique grade/ Ins.
4. Identify key personnel in the local Social Security Administration	Completion - oral group report specifying local Social Security administrators, caseworkers, public relation personnel, etc. who implement programs/regulations concerning the handicapped	Group/Ins. critique (Videotape)
	Completion - written summary	Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Identify the application process to Social Security
    - A. Handouts including:
        - i. "How to Apply for a Social Security Number Card (1984)"
        - ii. "Applying for a Social Security Number - January 1983 Edition (1983)
        - iii. other applicable handouts
    - B. Instructor lecture clarifying application process
    - C. Trainee simulation of application process (Optional)
    - D. Trainee grouping by area of expertise, interest, logistics (see Objectives 2, 3, and 4)
    - E. Group oral report, videotape, critique
    - F. Group submission of written report (including flow-chart of application process), critique and grade

2. Objective 2: Identify key Social Security and related programs/regulations
    - A. Handouts highlighting salient points of:
        - i. Supplemental Security Income (SSI)
        - ii. Medi-Cal and In-Home Support Services (IHSS)
        - iii. Trial Work Period (TWP)
        - iv. Social Security Disability Benefits Reform Act of 1984 (P.L. 98-460, Sections 1619 (a) and (b))
        - v. Impairment-Related Work Expenses (IRWE)
        - vi. Extended Period of Eligibility (EPE)
        - vii. Plan for Achieving Self-Support (PASS)
        - viii. Substantial Gainful Activity (SGA)
    - B. Instructor lecture clarifying programs
    - C. Videotape presentation: "Incentives to Work" (1985)
    - D. Trainee grouping by area of expertise, interest, logistics (see Objective 1, 3, and 4)
    - E. Group research
    - F. Group oral reports, videotape, critique
    - G. Group submission of written report, critique, and grade
    - H. Graded examination (written)

3. Objective 3: Identify the local implementation of Social Security programs/regulations
    - A. Trainee grouping as per Objectives 1 and 2
    - B. Handouts from Objectives 1 and 2
    - C. Written reports from Objectives 1 and 2 for review
    - D. Development of interview questions by trainees for Social Security representative(s)
    - E. Additional handouts from Social Security representative(s)
    - F. Presentation by Social Security representative(s) covering the topics of Objective 2A and 4
    - G. Question/answer session with representative(s)
    - H. Group compilation of research, handouts, notes, etc.
    - I. Group oral reports summarizing above, videotape, critique
    - J. Group submission of written report, critique

4. Objective 4: Identify key personnel in the local Social Security Administration

   A. Instructor review of Objectives 1, 2, and 3
   B. Grouping of trainees as per Objectives 1, 2, and 3
   C. Group synthesis of research, handouts, notes, etc. from Objectives 1, 2, and 3
   D. Development of interview questions by trainees for Social Security representative(s) (Coordinate with Objective 3D)
   E. Presentation by Social Security representative(s) (Coordinate with Objective 3F)
   F. Question/answer session with representative(s) (Coordinate with Objective 3G)
   G. Telephone interview with identified key personnel (Coordinate with Objectives 4D-F)
   H. Group oral reports, videotape, critique
   I. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Identify the application process to Social Security	Trainees visit local Social Security Administration office - obtain pertinent fliers, brochures Interview Social Security Administration caseworkers as to application process in general Interview Social Security Administration caseworkers as to application process for programs/regulations appropriate for handicapped individuals Panel of experts - presentation with question/answer session Individual research report by trainees Videotape development by trainees offering step-by-step approach to application process
Identify key social security and related programs/regulations	Trainee development of booklet/report detailing topic Individual interviews by trainees of personnel from representative areas Instructor lecture/overview of key programs/regulations Individual research report by trainees Videotape of experts discussing various key programs/regulations Videotape by trainees offering overviews of key programs/regulations (may combine with "application process" tape)
Identify the local implementation of Social Security programs/regulations	Instructor lecture/overview Videotape of Social Security representative(s) Trainee critique, constructive criticism of agencies implementation efforts Report on model Social Security Office's implementation efforts Individual research reports Interview Social Security Administration caseworkers for their input, constructive criticisms for improving implementation efforts

Objective	Facilitating Activities/Alternatives
Identify key personnel in the local Social Security Administration	Instructor lecture/overview Videotape of key personnel describing processes, programs, etc. and how to receive the full benefits required Individual personal interviews by trainees of key personnel to obtain information on fully-using Social Security services Individual research report

REFERENCES AND RESOURCES

RESOURCES

California State Department of Rehabilitation
830 K St. Mall
Sacramento, CA 95814 916/322-3068

Douglas Martin, Ph.D.
c/o Human Services Department
Community and Social Services
4153 Overland Ave.
Culver City, CA 90230 213/202-5864

Local Social Security Administration Office

State of California, Governor's Committee for Employment of the Handicapped
800 Capitol Mall
Sacramento, CA 95874 916/323-2545

REFERENCES

Bowe, F.G. *Handicapping America.* New York: Harper and Row, 1978.

Education Subcommittee of the California Governor's Committee for Employment of the Handicapped. *Disincentives to employment: fact or myth? - employment and SSI payments.* Sacramento, California: State of California, Governor's Committee for Employment of the Handicapped, 1985.

Martin, D. and Gorski, R. A law you can live with. *Forum,* September 1980.

Miller, P. *Social security act, section 1619 alert.* Sacramento, California: State of California, Governor's Committee for Employment of the Handicapped, 1985.

Schuermann, A.C. and Hommertzheim, D.L. An update of economic disincentives to vocational rehabilitation. *Wichita State Rehabilitation Engineering Technical Brief,* Spring 1979.

Social Security Administration and Rehabilitation Services Administration. *1980 disability amendments: a training aid for vocational rehabilitation counselors.* Washington, D.C.: Social Security Administration, March 1981, SSA Pub. No. 64-015.

Social Security Disability Benefits Reform Act of 1984, Sections 1619 (a) and (b), (P.L. 98-460, 19/September/1984).

U.S. Department of Health and Human Services. *A guide to supplemental security income - March 1985 edition.* Washington, D.C.: U.S.G.P.O., 1985, 421-551/30.

U.S. Department of Health and Human Services. *Applying for a social security number - January 1983 edition.* Washington, D.C.: U.S.G.P.O., 1983, 381-795/4077.

U.S. Department of Health and Human Services. *Extended work incentives, payment of costs of rehabilitation services, extension of Supplemental Security Income benefits and medication.* Washington, D.C.: U.S.G.P.O., April 1985, 05-10095.

U.S. Department of Health and Human Services. *How to apply for a social security number card.* Washington, D.C.: U.S.G.P.O., 1984, 421-795/4323.

U.S. Department of Health and Human Services. *Improvements in the social security disability program.* Washington, D.C.: U.S.G.P.O., October 1984, 05-10375.

U.S. Department of Health and Human Services. *Incentives to work* (Video). Washington, D.C.: Social Security Administration, 1985.

U.S. Department of Health and Human Services. *POMS - part 05 supplemental security income, chapter 023 post-eligibility events, subchapter 02 continuing benefits and recipient status under section 1619 (a) and 1619 (b) for individuals who work.* Washington, D.C.: Social Security Administration, 1982, 361-186-524, SSA Pub. No. 68-0502302.

U.S. Department of Health and Human Services. *Reporting changes that affect your SSI checks - March 1985 edition.* Washington, D.C.: U.S.G.P.O., 1985, 381-795/4101.

U.S. Department of Health and Human Services. *SSI for aged, disabled, and blind people - February 1985 edition.* Washington, D.C.: U.S.G.P.O., 1985, 421-795/4305.

U.S. Department of Health and Human Services. *What you have to know about SSI - March 1984 edition.* Washington, D.C.: U.S.G.P.O., 1984, 05-11011.

U.S. Department of Health and Human Services. *Your disability claim.* Washington, D.C.: U.S.G.P.O., March 1985, 05-10052.

Walls, R.T., Masson, C. and Werner, T.J. Negative incentives to vocational rehabilitation, *Rehabilitation Literature,* May 1977, 38 (5).

Work disincentives. *Rehab Brief,* National Institute of Handicapped Research, January 1980, 3 (1).

MODULE 4: JOB TRAINING PARTNERSHIP ACT (JTPA)

MODULE 4

PERSONNEL TRAINING: JOB TRAINING PARTNERSHIP ACT (JTPA) AND SPECIAL NEED INDIVIDUALS

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

Trainees utilizing this module will become aware of issues relating to the provision of the Job Training Partnership Act (JTPA), Public Law 97-300, services for special needs students/clients.

RATIONALE

The increased awareness and involvement of advocates in local JTPA/PIC (Private Industry Council) implementation will improve the quality and quantity of services available to special needs individuals. It is critical for trainees to learn how P.L. 97-300 works at the local level and how to influence decisions that affect local services. How resources are spent and what segment of "those in need" will receive services is a crucial issue in the effective implementation of the law. Trainees, as eventual advocates, can make a difference in assisting special needs individuals in becoming self-sufficient through effective use of JTPA/PIC programs.

OBJECTIVES

Trainees utilizing this module will:

1. identify JTPA legislation
2. indicate knowledge of the monitoring of the local PIC and its JTPA implementation plan
3. identify the eligibility and certification process of the local PIC
4. identify additional resources available through JTPA

PREREQUISITES

Teacher trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Identify JTPA Legislation	Completion - individual written summary including: a. P.L. 97-300 b. Overview - class handouts c. Other Literature review - JTPA	Written critique and grade/Ins.
	Objective exam - on law/ terms (see Glossary of Terms following this module).	90% or above
	Attendance at specified local PIC meeting	Informal monitoring/ Ins.
	Obtain copy/summary of local PIC plan for implementing JTPA - discussion	Informal monitoring/ Ins.
2. Indicate knowledge of the monitoring of the local PIC and its JTPA implementation plan	Small group implementation of Tindall's (1984) steps for utilizing JTPA: a. identify PIC chair and locally elected officials who influence PIC membership b. identify articulate advocate who is knowledgeable about the needs of handicapped youth and the needs of the handicapped community c. send a letter to the chief Locally Elected Official (LEO) nominating the selected advocate(s) to the PIC d. encourage key community leaders to send letters to chief LEO supporting the above advocate e. at election time, encourage handicapped community to support LEO candidates who will work for the needs of handicapped youth	Informal monitoring/ Ins.

Objective	Procedure	Criteria
	Completion - oral report on above activities	Group Critique/Ins.
	Completion - written summary of the above activities	Written critique and grade/Ins.
	Attendance at specified local PIC meeting	Informal monitoring/ Ins.
3. Identify the eligibility and certification process of the local PIC	Small group completion: written summary of local PIC training plan to include responses to the below: a. does plan specify target population to be served? b. does plan specify percentage of handicapped individuals to be served? c. what kind of training and employment activities are directed at handicapped persons? d. are there limitations on various programs which inhibit the participation of handicapped persons? e. what support services are available to handicapped participants? f. have performance standards been used to restrict handicapped participation? g. has the state and local PIC adopted "family-of-one" definition to determine eligibility for handicapped persons? h. has the ten percent window been used to serve handicapped persons?	Written critique and grade/Ins.
	Completion - oral report on above activities	Group Critique/Ins.
	Completion - written group summary on the above	Written Critique and grade/Ins.

Objective	Procedure	Criteria
4. Identify additional resources available through JTPA	Attendance at specified local PIC meetings	Informal monitoring/ Ins.
	Completion: small group written summary of support services available through JTPA/other agencies coordinating with local PIC to include, but not limited to: a. child care services b. counseling c. transportation d. financial support	Written critique and grade/Ins.
	Completion: small group written summary of interagency agreements established with local PIC	Written critique and grade/Ins.
	Completion: group oral report on the above activities	Group critique/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Identify JTPA legislation
   - A. Handout summarizing P.L. 97-300
   - B. Handouts - overviewing impact/implementation of JTPA in terms of serving handicapped individuals.
   - C. Instructor lecture on above topics, pertinent terms (see Glossary of Terms) and other relevant literature.
   - D. Graded examination (written) - may be combined with examination from "Federal and California Mandates" module.

2. Objective 2: Indicate knowledge of the monitoring of the local Private Industry Council (PIC) and its JTPA implementation plan.
   - A. Obtain dates of Local PIC meetings - request permission to bring trainees on specified date
   - B. Handout (if possible) summarizing local PIC plan to implement JTPA mandates - class discussion
   - C. Small group chosen to implement Tindall's (1984) steps for utilizing JTPA:
     - i. identify PIC chair and locally elected officials who influence PIC membership
     - ii. identify an articulate advocate who is knowledgeable about the needs of handicapped youth and the needs of the handicapped community
     - iii. send a letter to the chief Locally Elected Official (LEO) nominating the selected advocate to the PIC
     - iv. encourage key community leaders to send letters to the chief LEO supporting the above advocate
     - v. at PIC election time, encourage handicapped community to support LEO candidates who will work for the needs of handicapped youth

3. Objective 3: Identify the eligibility and certification process of the local PIC
   - A. Trainees attend local PIC meeting (see Objective 2.A)
   - B. Trainees review handouts/class discussion notes (see Objective 2.B)
   - C. Small group chosen to review local PIC training plan to include responses to:
     - i. Does plan specify target populations to be served?
     - ii. Does plan specify percentage of handicapped individuals to be served?
     - iii. What kind of training and employment activities are directed at handicapped persons?
     - iv. Are there limitations on various programs which inhibit the participation of handicapped persons?
     - v. What support services are available to handicapped participants?
     - vi. Have performance standards been used to restrict handicapped participation?
     - vii. Has California and the local PIC adopted the "family-of-one" definition to determine eligibility for handicapped persons?
     - viii. Has the ten percent window been used to serve handicapped persons?

    D. Written summary of efforts/results
    E. Informal group report to other trainees on their findings

4. Objective 4: Identify additional resources available through JTPA
    A. Trainees attend local PIC meeting (see Objective 2.A)
    B. Small group chosen to review support services available through JTPA/other agencies coordinating with local PIC to include, but not limited to:
        i. child care services
        ii. counseling
        iii. transportation
        iv. financial support
    D. Same group reviews interagency agreements established with local PIC
    E. Written summary of efforts/results
    F. Informal group report to other trainees on their findings

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Identify JTPA legislation	Presentation by JTPA/PIC representative Order complete copy of P.L. 97-300 for thorough student analysis Phone interviews by trainees of key local PIC members regarding JTPA legislation Library Computer Search - identification of literature that discusses/reviews P.L. 97-300 (ERIC, Journals) VOICE search - media/curriculum pertaining to JTPA Individual research projects by trainees on JTPA legislation
Indicate knowledge of the monitoring of the local PIC and its JTPA implementation plan	Videotape local PIC meeting - classroom analysis Individual review by trainees of pertinent Literature/media produced by JTPA for public consumption Panel of JTPA experts/local PIC members - discussion of topic - presentation with questions/answers Instructor lecture - overview of JTPA implementation at local level Guest expert - overview of JTPA implementation at local level Individual research report by trainees on JTPA implementation at local level Development by trainees of media report overviewing efforts to implement Tindall's (1984) steps for utilizing JTPA written examination
Identify the eligibility and certification process of the local PIC	Panel presentation - discussion of topic by local PIC members/consumers with question/answer session Individual research report by trainees Presentation by local PIC representative Individual consumer interviews by trainees Attend Instructor lecture on topic Videotape of local PIC members simulating eligibility and certification process Written examination

Objective	Facilitating Activities/Alternatives
Identify additional resources available through JTPA	Panel presentation - discussion of topic by local PIC members/other agency representatives Instructor Lecture - overview of topic at local level Local PIC representative presentation Individual research report by trainees Videotape by trainees simulating other resources available through JTPA Written examination

REFERENCES AND RESOURCES

RESOURCES

Job Training Partnership Office
Employment Development Department
721 Capitol Mall
Sacramento, CA 95814
Technical Assistance 916/323-3806

Sacramento Employment and Training Agency
1510 "J" Street
Sacramento, CA 95814
Public Information Officer
916/449-1300
Documents
916/449-1340

Vocational and Occupational Information Center for Educators (VOICE)
721 Capitol Mall
Sacramento, CA 95814 916/445-0401

REFERENCES

Barker, G., Gallo, R.M., and Ostertag, B.A. *Utilizing the Job Training Partnership Act for special needs clients*. Sacramento, California: CSUS, 1985.

Chambers, L. New directions for national employment and training programs: understanding the Job Training Partnership Act, *Building a Partnership: Vocational Education and the Private Sector,* Arlington, Virginia: American Vocational Association, December 1982, 1-11.

Griffin, D. A new partnership becomes law, *VocEd,* January/February 1983, Volume 58, No. 1, 32-34.

Guttman, R. Job Training Partnership Act: new help for the unemployed, *Monthly Labor Review*, March 1983, pp.3-10.

Hubbs, M. B., Schell, J.W., and Dyrenfurth, M.J. Increased opportunities through the Job Training Partnership Act of 1982: implications for vocational education, *Building a partnership: vocational education and the private sector,* Arlington, Virginia: American Vocational Association, December 1982,1-37.

Jobs an agenda for action, *Newsweek,* October 18, 1982, pp. 90-91.

Job Training Partnership Act, (P.L. 97-300, U.S. Congress, 13/October/1982).

JTPA calls for quick action, *Update,* January/February 1983, Volume 5, No. 3, 1.

Kochhar, C. A. National allies: business, industry, and vocational/special education, *The Independent Counterpoint,* November 1982, Volume 3, No. 2, p. 4.

Leconte, P.J. and Kochhar, C.A. Agents for success in job training partnerships: the new Job Training Partnership Act, *The Journal for Vocational Special Needs Education,* Fall 1983, Volume 6, No. 1, 24-28.

On-the-Job Training Project, Arlington,Texas: Association for Retarded Citizens of the United States, 1982.

Rist, M.C. To claim your fair share of job training money, start learning the ins and outs of the Job Training Partnership Act, *The American School Board Journal*, March 1983, p. 36.

Sharing resources cooperation between education and industry, *Centergram,* Columbus, Ohio: the National Center for Research in Vocational Education, August 1981, Volume XVI, No. 8, 1-2.

The JTPA Monitoring Guide, Washington, D.C.: Children's Defense Fund, 1984.

Tindall, L.W., Gugerty, J.J., and Dougherty, B. *Utilizing the Job Training Partnership Act funds for the vocational education, training and employment of special needs students*. Madison, Wisconsin: The Vocational Studies Center/University of Wisconsin-Madison, Spring 1984.

------- *Promising programs which use Job Training Partnership Act Funds for the vocational education, training, and employment of handicapped youth*. Madison, Wisconsin: The Vocational Studies Center/University of Wisconsin-Madison, June 1984.

------- *J.T.P.A. youth competencies and handicapped youth*. Madison, Wisconsin: The Vocational Studies Center/University of Wisconsin-Madison, October 1984.

Transition from school to work: The problem that won't take care of itself. Washington, D.C.: Youthwork, Inc., March 1982.

Usdan, M.D. *Barriers and its role in public education.* Washington, D.C.: The Institute for Educational Leadership, Inc., April 1982.

GLOSSARY OF TERMS*

Administrative Entity: The agency or department designated to administer a job training plan.

Aid to Families with Dependent Children (AFDC): A federal and state funded welfare program which provides cash payments to needy children and their caretakers in families where one or both parents are absent from the home, dead, or physically or mentally incapacitated.

Child Care Services: Care by an adult other than parents for some part of each day, while parents work, are in training, or are otherwise engaged.

Community-Based Organization: A private nonprofit organization which is representative of the community or significant segments of the community and attempts to address the needy of the community.

Comprehensive Employment and Training Act (CETA): A federal program enacted in 1973 and replaced by JTPA which provided funding for programs and services for the unemployed, those persons whose lack of skills make them underemployed, and economically disadvantaged youth and adults.

Economic Development Agencies: Governmental agencies including local planning and zoning commissions or boards, community development agencies and other local agencies, and institutions responsible for regulations promoting or assisting in local economic development.

Economically Disadvantaged: An individual who: (A) receives, or is a member of a family which receives, cash welfare payments under a federal, state, or local welfare program; (B) has, or is a member of a family which has, received a total family income for the six-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and welfare payments) which, in relation to family size, was not in excess of the higher of (1) the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or (2) 70 percent of the lower living standard income level; (C) is receiving food stamps pursuant to the Food Stamp Act of 1977; (D) is a foster child on behalf of whom state or local government payments are made; or (E) in cases permitted by regulations of the Secretary, is an adult handicapped individual whose own income meets the requirements of clause (A) or (B), but who is a member of a family whose income does not meet such requirements.

Governor: The chief executive of any state.

Handicapped Individual: Any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment.

Institution of Higher Education: Any institution of higher education as that term is defined in section 120 (a) of the Higher Education Act of 1965.

---

* Source: The JTPA Monitoring Guide, Children's Defense Fund, and many of the definitions are taken from the JTPA statute, P.L. 97-300, 29 U.S.C. 1501, et seq.

Job Training Partnership Act (JTPA): A federal program enacted by Congress in October 1982 as a vehicle for providing youth and adults who are disadvantaged with skills that they need to obtain regular self-supporting employment.

Labor Market Area: An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such areas shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

Local Educational Agency (LEA): An agency as defined in section 195 (10) of the Vocational Education Act of 1963.

Low Income Level: Means $7,000 with respect to income in 1969, and for any later year means that amount which bears the same relationship to $7,000 as the Consumer Price Index for that year bears to the Consumer Price Index for 1969, rounded to the nearest $1,000.

Lower Living Standard Income Level: That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent "lower living family budget" issued by the Secretary.

Offender: Any adult or juvenile who is or has been subject to any stage of the criminal justice process for whom services under this Act may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Public Assistance: Federal, state, or local government cash payments for which eligibility is determined by needs or income test. Includes but not limited to AFDC.

Private Industry Council (PIC): The management and oversight structure for the local job training services composed of representatives from the community within a service delivery area.

Private Sector: The state job training councils and private industry councils, persons who are owners, chief executives, or chief operating officers of private for-profit employers and non-governmental employers, such as health and educational institutions or other executives of such employers who have substantial management or policy responsibility.

Postsecondary Institution: An institution of higher education as that term is defined in section 481 (a) (1) of the Higher Education Act of 1965.

Secretary: The Secretary of Labor.

Service Delivery Area (SDA): A unit of general local government or consortium of local governments which will deliver job training services.

141

State: Any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and the Trust Territory of the Pacific Islands.

State Educational Agency (SEA): An agency as defined in section 195 (11) of the Vocational Education Act of 1963.

State Job Training Coordinating Council (State Council): The management and oversight structure for the state job training services which advises the Governor.

Supportive Services: Services which are necessary to enable an individual eligible for training under this Act, but who cannot afford to pay for such services, to participate in a training program funded under this Act. Such supportive services may include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance.

Title XX: Part of the 1974 amendments to the Social Security Act designed to provide funds for an array of social services, including child care to be administered directly by states. Title XX was amended in 1981 and became the Title XX Social Services Block Grant.

Unemployed Individuals: Individuals who are without jobs and who want and are available for work. The determination of whether idividuals are without jobs shall be made in accordance with the criteria used by the bureau of Labor Statistics of the Department of Labor in difining individuals as unemployed.

Unit of General Local Government: Any general purpose political subdivision of a state which has the power to levy taxes and spend funds, as well as general corporate and police powers.

Vocational Education: Education that emphasizes practical training in a skill or trade to be pursued as a career.

MODULE 5: MICROCOMPUTERS

MODULE 5

PERSONNEL TRAINING:
COMPUTERS AND SPECIAL LEARNERS

Vicki Casella, Associate Professor
San Francisco State University

Alice Wershing, Research Associate
San Francisco State University

Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate ability to utilize appropriate computer software, hardware and assistive/adaptive devices with special learners.

RATIONALE

Computers are increasingly becoming a common fixture in the educational environment. These tools have potential to provide an educational enhancement for the regular student, however, for the special learner, microcomputers can help provide independence and the ability to perform educational and personal tasks that are otherwise impossible. In order to insure the same educational/vocational/personal opportunities for special students, educators must become familiar with the technology and its use with this population.

OBJECTIVES

1. The trainee will develop and conduct Computer Skills Assessment Inventory on a multiply handicapped student
2. The trainee will select appropriate education/communication software for a student with multiple handicaps
3. The trainee will demonstrate general knowledge of specialized equipment/software for all disability areas
4. The trainee will demonstrate a working knowledge of specialized equipment for multiply handicapped students
5. The trainee will demonstrate a working knowledge of personalized computer component systems
6. The trainee will apply skill and knowledge of equipment in relation to information obtained from Computer Skills Assessment Inventory with handicapped student(s) in an educational environment
7. The trainee will demonstrate skill and knowledge in providing technical assistance to direct service/care givers in: assessment, selection and acquisition of hardware and software, development of rationale for inclusion in educational plan, training and communication strategies, and facilitation of continuation of implementation
8. The trainee will demonstrate knowledge of existing local, regional and national resources for assessment and service delivery for multiply handicapped students
9. The trainee will demonstrate knowledge of existing local, regional and national resources for funding of assessment, equipment and training for multiply handicapped students

PREREQUISITES

Trainees will be required to demonstrate ability to:

1. operate a computer
2. evaluate academic skill level of a handicapped student
3. evaluate physical abilities of a handicapped student
4. evaluate commercially available educational software
5. develop appropriate educational curriculum goals and instructional material(s) for a handicapped student

147

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Develop Computer Skills Assessment Inventory on multiply handicapped students	Instructor observes using checklist	95% reliable
	Videotape Critique Completion - skills report	95% reliable
2. Conduct Computer Skills Assessment Inventory (CSAI)	Instructor evaluation using checklist on developed CSAI	Instructor grade P/F
	Instructor observes	P/F
	Instructor evaluation-generated report	P/F
3. Select appropriate educational/communication software	Complete review	Instructor evaluation - 80%
	Complete matrix	Instructor/group evaluation - P/F
	Complete report	Videotape Critique - 80%
4. Display general knowledge of personalized computer component systems	Attendance	13/15 weeks
	Complete report	Instructor evaluation - 80%
5. Demonstrate general knowledge of specialized equipment for a specific disability area	Attendance	13/15 weeks
	Complete instructional modules	P/F
	Demonstrate competencies to instructor	Instructor evaluation - 90%

Objective	Procedure	Criteria
6. Apply skill and knowledge of equipment in relation to CSAI with student in educational environment	Complete checklist on equipment	Instructor evaluation - 90%
	Presentation of matrix	Instructor/group evaluation - 80%
	Presentation of initial implementation	Instructor/group evaluation - 90%
	Assess results using checklist	Instructor/group evaluation - P/F
	Presentation to group	Instructor/group evaluation
	Complete case report	Instructor/team evaluation - 90%
7. Demonstrate skill and knowledge in providing technical assistance	Report plan for assistance	Instructor/team/group evaluation
	Evaluate plan using checklist	Instructor/team/group evaluation
	Complete report	Instructor/team evaluation
	Conduct follow-up	Instructor/team evaluation
8. Demonstrate knowledge of existing local, regional, and national resources for assessment and service delivery	Complete library research	P/F
	Complete resource file	P/F
	Complete resource network	P/F
9. Demonstrate knowledge of existing local, regional and national resources for funding of assessment, equipment & training	Complete library research	P/F
	Complete resource file	P/F
	Complete resource network	P/F

CONTENT OUTLINE

1. Objective 1: Develop Computer Skills Assessment Inventory (CSAI)
    - A. Introduction to terminology
    - B. Explanation of observational techniques
    - C. Presentation of case examples

2. Objective 2: Select appropriate education/communication software
    - A. Introduction to evaluation criteria
    - B. Group critique of content of software
    - C. Group discussion of case examples
    - D. Hands-on experience with software
    - E. Presentation of techniques for writing of instructional guidelines
    - F. Observation of software users
    - G. Presentation of reports to group
    - H. Trainee generated response to presentation

3. Objective 3: Demonstrate general knowledge of specialized equipment/software for all disability areas
    - A. Introduction to equipment
    - B. Introduction to software
    - C. Observations of special learners
    - D. Group evaluation of computer use by special learners
    - E. Group evaluation of software use by special learners
    - F. Group evaluation of special learner using CSAI
    - G. Group discussion of participation on evaluation team
    - H. Presentation of report to group
    - I. Trainee generated response to presentations

4. Objective 4: Demonstrate a working knowledge of specialized equipment for multiply handicapped students
    - A. Introduction to specialized equipment
    - B. Hands-on experience with available equipment
    - C. Group discussion of selection of equipment for individual example cases
    - D. Completion of instructional modules
    - E. Demonstration of competency on modules
    - F. Completion of equipment use with selected student
    - G. Presentation of report and videotape to group
    - H. Trainee generated response to report/tape

5. Objective 5: Demonstrate a working knowledge of personalized computer component systems
    - A. Introduction to personalized computer component systems
    - B. Observation of users of individualized systems
    - C. Completion of component selection for use with selected student
    - D. Completion of written report
    - E. Present report to group
    - F. Trainee generated response to presentation

6. Objective 6: Apply skill and knowledge of equipment in relation to information obtained from CSAI with student(s) in educational environments
   - A. Complete checklist
   - B. Complete curricular area matrix
   - C. Complete implementation of equipment with students
   - D. Complete assessment of equipment use
   - E. Complete implementation of needed modifications
   - F. Complete report and video tape
   - G. Present report and tape to group
   - H. Trainee generated response to report/tape

7. Objective 7: Demonstrate skill and knowledge in providing technical assistance to direct service/caregivers in assessment, equipment selection, training and continuation of implementation
   - A. Introduction to methods for provision of technical assistance and planning techniques
   - B. Group discussion of specific example cases
   - C. Introduction to implementation and evaluation procedures
   - D. Introduction to systems and methods for provision of follow-up
   - E. Presentation of developed plan to instructor, team and group
   - F. Group generated response to report

8. Objective 8: Demonstrate knowledge of existing local, regional and national resources for assessment and service delivery
   - A. Introduction to service delivery models
   - B. Introduction to assessment models
   - C. Complete library research
   - D. Develop resource file
   - E. Develop resource network
   - F. Report findings to instructor

9. Objective 9: Demonstrate knowledge of existing local, regional and national resources for funding of assessment, equipment, and training for multiply handicapped students
   - A. Introduction to service delivery models with relation to funding
   - B. Introduction to sources for funding
   - C. Complete library research
   - D. Develop resource file
   - E. Develop resource network
   - F. Report findings to instructor

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Participant will develop Computer Skills Assessment Inventory on multiply handicapped student	Attend lecture List characteristics of handicapping conditions Complete observation checklist Present findings to class Group process for identifying problem areas Group process for exploring alternatives Develop skills/problem/alternative matrix Conduct CSAI with one student Complete checklist/present to class Modify CSAI as necessary Conduct CSAI with another student Report results
Select appropriate education/communication software for a student with multiple handicaps	Attend lecture Read selected articles Group discussion of important criteria Select criteria for multiply handicapped Develop software evaluation checklist Evaluate software/complete checklist Use selected software with multiply handicapped student Write report/guidelines/present to class
Demonstrate knowledge of specialized equipment/software for all disability areas	Write descriptions of equipment Write descriptions of software Identify equipment for use Identify software for use Visit classrooms for special learners View videotapes of special learners Class evaluation of computer use by special learners Group evaluation of software Evaluate special learner using CSAI with class members Write report/present to class
Demonstrate working knowledge of specialized equipment	Attend lecture/demonstration Pass off competency checklist Complete instructional modules for use of specialized equipment Select equipment for specific student with multiple handicaps Utilize equipment with student Submit written report/videotape Present experience to class Group feedback on report/tape

Objective	Facilitating Activities/Alternatives
Demonstrate working knowledge of personalized computer component systems	Attend lecture/demonstration Select equipment for selected student Complete written report Visit classrooms for multiply handicapped students using individualized systems
Apply skill and knowledge of equipment in relation to information from CSAI with handicapped student(s) in an educational environment	Complete evaluation checklist Complete curricular area matrix Implement equipment with student Assess results of equipment use by student Modify selected equipment/software if needed Complete case report/videotape Class presentation/group feedback
Demonstrate skill and knowledge in providing technical assistance to direct service/care providers	Write plan for instruction/assistance Implement plan Evaluate plan Modify plan Write report of implementation Class presentation Write report of follow-up action
Demonstrate knowledge of existing local, regional, and national resources for funding of assessment, equipment and training for multiply handicapped students	Complete library research/card file Complete resource/date file Complete written report Complete resource network Class presentation

REFERENCES AND RESOURCES

Specialized equipment
- Adaptive firmware card
- Echo Speech Synthesizer
- EPS Extended Keyboard
- Unicorn Keyboard
- Instructional module for visually handicapped
- Koala Graphics Pad
- Adaptive switches/input devices
- Selected software

Behrmann, M.M. Handbook of microcomputers in special education. Reston, Virginia: Council for Exceptional Children, 1984.

Bender, M., Richmond, L.J. & Pinson-Milburn, N. Careers, computers, and the handicapped. Austin, Texas: Pro-Ed, 1985.

Budoff, M. Microcomputers in special education: an introduction. Boston: Little, Brown, & Company, 1985.

Center for Special Education Technology Information Exchange (1-800/345-TECH)

LINC Associates. The specialware directory: a guide to software for special education - 2nd edition. Columbus, OH: LINC Associates, Inc., 1986.

McWilliams, P. Personal computers and the disabled. Garden City, New York: Doubleday and Company, 1984.

Selected articles/readings.

SERN. Microcomputers for special education administrators: MicroAdmin project. Sacramento, CA: Special Education Resource Network, 1986.

Tindall, L.W., & Gugerty, J.J. Effective microcomputer assisted instruction for the vocational education of special needs students. Madison, WI: Vocational Studies Center, 1983.

Trace Center International Software/Hardware Registry - University of Wisconsin-Stout

MODULE 6: COMPUTER-BASED VOCATIONAL GUIDANCE SYSTEMS

MODULE 6

PERSONNEL TRAINING: COMPUTER-BASED VOCATIONAL GUIDANCE SYSTEMS FOR SPECIAL LEARNERS

Dr. Robert Gaylord-Ross, Project Director
Dr. Vicki Casella, Associate Professor
Alice Wershing, Research Associate
San Francisco State University

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate ability to use computer directed/assisted vocational guidance systems to assist handicapped students in identifying vocational interest areas.

RATIONALE

There is an abundance of recently developed computer based vocational guidance systems which allow students the opportunity to explore various aspects of vocational alternatives as they relate to personal interests and/or skills. Trainees need to become aware of the various computer based guidance systems and to develop familiarity with selected programs. Trainees need to develop the skills necessary to integrate the use of computer based vocational guidance systems into the assessment process as these systems provide a more objective and inclusive approach to conducting an ecological assessment of communities.

OBJECTIVES

The trainee will demonstrate ability:

1. to operate computer
2. to access specific computer based vocational guidance systems
3. to analyze content of computer based vocational guidance systems
4. to assess special learner in terms of applicability of given computer based vocational guidance systems
5. to identify necessary modifications in the computer based vocational guidance system for special learners
6. to facilitate use of computer based vocational guidance system by special learner
7. to evaluate effectiveness of use of computer based vocational guidance system
8. to use collected data to:
    a. assist special learner in exploration of personal attributes, to include - values, skills, and preferences
    b. assist special learner in exploration of prevocational/vocational training environment, to include - educational requirements, educational/training alternatives, educational opportunities, and restrictions influencing educational/training choices

   c. assist special learner in exploration of vocational environment, to include - vocational alternatives, vocational opportunities, vocational requirements, and restrictions influencing vocational choices

9. to utilize collected data on career areas to develop instructional materials, specific courses or units of study and/or learning laboratories for students with special needs

PREREQUISITES

Trainees will be required to demonstrate ability to:

1. define personal philosophy related to vocational education in a curriculum
2. describe the scope and sequence of a vocational education process
3. conduct an educational assessment of special learners
4. develop curriculum materials for instruction of special learners
5. compile a comprehensive report of assessment results and instructional plans for special learners

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. To operate computer	Teacher checklist Direct observation	95%
2. Access specific computer based vocational guidance systems	Completion of teacher developed assignment with 2 or more systems	90% or above
	Direct observation using teacher checklist	90% or above
3. Analyze content of computer based vocational guidance systems	Completion of written outline for 1 or more systems	85% or above
4. To assess special learner in terms of applicability of given computer based vocational guidance systems	Completion of educational assessment of two students	Observation/Instructor
	Completion-evaluation form to determine applicability of system for learners	Written critique and grade/Instructor
	Completion-written summary of educational assessment results and applicability of system for student(s)	Group/Instructor Critique
5. Determine needed modifications in the computer based vocational guidance system for special learners	Completion - written summary of modifications of content for at least 2 different students with different special needs	Critique/grade/ Instructor
	Completion-written plans for content modifications with 2 different students (or for a class)	Group/Instructor Critique
6. To facilitate use of computer based vocational guidance systems for special learners	Completion of assessment of physical capabilities	Critique/Instructor
	Completion-assistive/adaptive device module	Critique/grade instruction

Objective	Procedure	Criteria
7. To evaluate effectiveness of use of computer based vocational guidance systems	Complete case study with at least one student with special needs	Group critique Grade/Instructor
8. To use collected data to:	Complete case study with at least one student with special needs	
a. assist special learner in exploration of personal attributes		Video-tape critique/ Group/Instructor
b. assist special learner in exploration of prevocational/vocational training environments		Video-tape critique/ Group/Instructor
c. assist special learner in exploration of vocational environments		Written critique/ by Instructor
9. Utilize collected data to set up instructional materials, specific courses and/or learning laboratories	Completed course outline for at least 2 career areas	Critique/Group/ Instructor
	Completed list of instructional materials for use in course	Critique/group/ Instructor
	Design of learning laboratory	Critique/Instructor
	Completed instructional objectives for mastery of course material	Critique/Instructor

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: To operate computer
    - A. Demonstration of computer operation
    - B. Explanation of procedures
    - C. Hands on experience with computer

2. Objective 2: Access specific computer based vocational guidance systems
    - A. Introduction to systems through lecture material
    - B. Demonstration of systems
    - C. Hands on experience with systems
    - D. Exploration of trainee's personal values using systems

3. Objective 3: Analyze content of computer based vocational guidance systems
    - A. Group critique of content of computer based vocational guidance systems
    - B. Group sharing of student generated suggested modifications to content
    - C. Group critique of content of computer based vocational guidance systems and existing vocational guidance curricula

4. Objective 4: To assess special learner in terms of applicability of given computer based vocational guidance systems
    - A. Introduction to assessment procedures for determining applicability
    - B. Group discussion of applicability for students given case example
    - C. Presentation of completed case study assessment results to group
    - D. Trainee generated response to presented results
    - E. Trainee generated suggestions/evaluation of assessment results pertaining to applicability for special learners

5. Objective 5: To identify necessary modifications in the computer based vocational guidance system for special learners
    - A. Introduction to modifications in instructional procedures
    - B. Group discussion of case examples and appropriate modifications
    - C. Group sharing of trainee generated suggestions for appropriate modifications
    - D. Presentation of completed case study to group
    - E. Teacher generated responses to completed case studies

6. Objective 6: To facilitate use of computer based vocational guidance systems for special learners
    - A. Introduction to commercially available devices to facilitate use of computer based vocational guidance systems for special learners
    - B. Hands on experience with available devices
    - C. Group discussion of selection of devices for individual example cases
    - D. Trainee generated discussion of suggested devices for individual example cases
    - E. Presentation of use of devices within completed case study to group
    - F. Trainee generated responses to devices presented within completed case study
    - G. Trainee generated suggestions/evaluations regarding devices presented within completed case study

7. Objective 7: To evaluate effectiveness of use of computer based vocational guidance systems
   - A. Introduction to criteria to use in evaluating effectiveness of use of computer based vocational guidance systems
   - B. Group discussion of example cases and evaluation of effectiveness of computer based vocational guidance systems

8. Objective 8: To use collected data to assist special learner in exploration of a) personal attributes, b) prevocational vocational training environments, and c) vocational environments
   - A. Presentation of completed case studies to group
   - B. Trainee generated response to presentation of collected data
   - C. Trainee generated suggestions/evaluations pertaining to collected data

9. Objective 9: Utilize collected data to set up instructional materials, specific courses and/or learning laboratories
   - A. Introduction to instructional materials for use according to subject areas
   - B. Introduction to design of learning laboratories
   - C. Introduction to resources for use in designing courses and learning laboratories according to subject areas
   - D. Presentation of completed case study results of data related to design of specific courses, learning laboratories and/or choices of materials for instruction
   - E. Trainee generated responses to presentation
   - F. Trainee generated suggestions/evaluation of use of collected data and decisions made in the design of courses, learning laboratories and/or choice of materials for instruction

LEARNING ACTIVITIES AND ALTERNATIVES

OBJECTIVE	FACILITATING ACTIVITIES/ALTERNATIVES
To operate computer	Attend demonstration View videotapes "How to Operate the Apple II" Peer tutoring Hands-on experience Run software "Know Your Apple" Critique selected readings
Access specific computer based vocational guidance systems	Attend demonstration Attend lecture Run system (self evaluation) Run system (student evaluation) Visit program utilizing systems Critique selected readings
Analyze content of computer based vocational guidance systems	View systems Discuss content (peer/professional) Write critique Explore modifications (group) Research development of systems Attend presentation by developers Interview developers Attend presentation by vocational guidance professionals Critique selected readings
To assess special learner in terms of applicability of given computer vocational guidance systems	Attend lecture - assessment procedures Attend presentation (vocational based evaluator) View assessment procedures (on-site) Research assessment principles Explore modifications for special learners Critique peer presentations Discuss presentations/principles (group) View multimedia presentations on assessment View multimedia presentations on modifications for assessment Complete vocational assessment on special learner Write report on vocation assessment Present results of assessment to class Modify procedures as applicable Critique selected readings

OBJECTIVE	FACILITATING ACTIVITIES/ALTERNATIVES
To identify necessary modifications in computer based vocational systems for special learners	Research modifications for special learners Attend lecture Attend demonstration Design modifications to system based on student data Discuss modifications with peers Present modifications to professionals Apply use of modifications to content Critique selected readings
To facilitate use of computer based vocational guidance for special learners	Attend lecture Attend demonstrations Visit programs utilizing assistive/adaptive devices Assess student for use of devices Complete independent study modules to learn operation of equipment Discuss modifications with peers Attend presentation by developers Interview existing users Visit job sites and discuss use with employers Employ assistive/adaptive devices with special learner Critique selected readings
To evaluate effectiveness of use of computer based vocational guidance systems	Attend lecture Compare traditional vocational guidance results to computer based results Write report on given special learner including comparison of results Interview special learner as to preference Attend presentation (developers) Attend presentation (users) Visit sites using computer systems Visit sites using traditional systems Critique selected readings
To use collected data to assist special learner in exploration of personal attributes, prevocational/vocational training environments, and vocational environments	Conduct complete case study on special learner Compile report on case study Present report to peers Critique report presentations Incorporate appropriate suggested modifications Present results to special learner Facilitate exploration of options with special learner Report results of presentation Critique selected readings

OBJECTIVE	FACILITATING ACTIVITIES/ALTERNATIVES
Utilize collected data to set up instructional materials, specific courses, and/or learning laboratory	Attend lecture (materials) Attend demonstration Visit operating programs Explore curriculum: available materials Explore curriculum: teacher-made materials Design set of materials to complement a given curriculum Prepare annotated materials listing including critique, use, applicability Design learning laboratory including physical set up, materials, and philosophy of design Complete course outline for career areas including objectives, materials, philosophy, sequence, and implementation strategies Present student-prepared designs to peers Implement designs with special learners Critique selected readings

REFERENCES AND RESOURCES

Software

Know Your Apple
Apple Presents Apple
SIGI
Eureka!
Discover
MESA
The Learning System
Career Program
Survival Math
Work series (Weiser Educational Inc.)

Texts

Budoff, M., et al. Microcomputers in special education: An introduction to instructional applications. Boston: Little, Brown, & Co., 1985.

Behrman, M.M. Handbook of microcomputers in special education. Reston, VA: Council for Exceptional Children, 1984.

McWilliams, P. Personal computers and the disabled. Garden City, New York: no pub., 1984.

Hagen, D. Microcomputer resource book for special education. Reston, Virginia: Council for Exceptional Children, 1984.

Brolin, D. Vocational preparation of persons with handicaps (Second edition). Columbus, Ohio: Charles E. Merrill Publishing Company, 1982.

Tindall & Gugerty. Effective microcomputer assisted instruction for the vocational education of special needs students. (ERIC ED 244 061).

Wieser Educational Software: Stressing Basic Skills.

Bender, M., Richmond, L.J., & Pinson-Milburn, N. Careers, computing and the handicapped. Austin,Texas: ProEd, 1985.

MODULE 7: FUNDING

MODULE 7

PERSONNEL TRAINING: FUNDING RESOURCES FOR SPECIAL NEED INDIVIDUALS

Patricia Dougan, Program Development Specialist
Special Education Resource Network
California State Department of Education

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

Trainees utilizing this module will become aware of funding resources related to the provision of services for special needs students/clients.

RATIONALE

Special vocational education and vocational rehabilitation program funding and on-the-job training funding is critical to the transition of special needs students. Knowledge of the funding sources and resources will allow trainees to obtain and fully utilize what is available to benefit students/clients.

OBJECTIVES

1. Identify key federal funding sources and resources
2. Identify key state (California) funding sources and resources
3. Relate federal and state (California) funding sources and resources to the trainee's specific area of training.
4. Relate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)
5. Develop modifications of existing agencies' implementation of federal and state (California) funding sources to improve delivery systems

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Identify key federal funding sources and resources	Completion - oral group report including: a. Carl Perkins Act of 1984 (Title II - Part A and V), P.L. 98-524 b. Education for all Children Acts of 1976 and 1983, P.L. 94-142 and P.L. 98-199 c. Vocational Rehabilitation Act of 1973, P.L. 93-112 d. Targetted Jobs Tax Credits e. Federal Dept. of Labor Subminimum Wage Certificates f. National Association for Retarded Citizens - On-the-Job Training Program g. Job Training Partnership Act, P.L. 97-300	Group/Ins. critique and grade/Ins.
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
2. Identify key state (California) funding resources	Completion - oral group report including: a. Work Ability I & II b. Special Education Funding Mechanism c. California Supported Work Grants d. Vocational Education Division Request for Bids (RFBs) e. Philanthropic	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
3. Relate federal and state (California) funding sources and resources to the trainee's specific area of training	Completion - oral group report including the federal and California funding resources from Objectives 1 and 2.	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.

Objective	Procedure	Criteria
4. Delate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)	Completion - oral group report summarizing Objectives 1-3 with modifications to improve funding at the local level	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
5. Develop modifications of existing local agencies' implementation of federal and state (California) funding sources to improve delivery systems	Completion - oral group report summarizing Objectives 1-4 with modifications to improve implementation at the local level	Group/Ins. critique (Video-tape)
	Completion - written summary	

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Identify key federal funding sources and resources
    - A. Handouts highlighting salient points of:
        - i. Carl Perkins Act of 1984 (P.L. 98-524, Title II - Part A and Title V)
        - ii. Education for all Children Acts of 1976 and 1983 (P.L. 94-142 and P.L. 98-199)
        - iii. Vocational Rehabilitation Act of 1973 (P.L. 93-112)
        - iv. Targetted Jobs Tax Credits
        - v. Federal Department of Labor Subminimum Wage Certificates
        - vi. National Association for Retarded Citizens - On-the-Job Training Program (NARC-OJT)
        - vii. Job Training Partnership Act (JTPA, P.L. 97-300)
        - viii. Appendices A, B, and C
    - B. Instructor lecture clarifying sources and resources of federal funds
    - C. Trainee grouping by area of expertise
    - D. Group research
    - E. Group oral reports, videotape, critique
    - F. Group submission of written report, critique, and grade
    - G. Graded examination (written)

2. Objective 2: Identify key state (California) funding sources and resources (in conjunction with Objective 1).
    - A. Handouts outlining salient points of:
        - i. Workability I & II
        - ii. Special Education Funding Mechanisms
        - iii. California Supported Work Grants
        - iv. Vocational Education Division Request for Bids (RFBs)
        - v. Philanthropic
        - vi. Appendices A,B, and C
    - B. Instructor lecture clarifying key state (California) funding sources and resources
    - C. Trainee grouping as per Objective 1
    - D. Group research
    - E. Group oral reports, videotape, critique
    - F. Group submission of written report, critique and grade
    - G. Graded examination (written)

3. Objective 3: Relate federal and state (California) funding sources and resources to the trainee's specific area of training*
    - A. Trainee grouping as per Objectives 1 and 2
    - B. Handouts from Objectives 1 and 2
    - C. Written reports from Objectives 1 and 2
    - D. Group identification of specific criteria of funding sources and resources pertaining to their professional area
    - E. Group oral report, videotape, critique
    - F. Group submission of written report, critique and grade

* Objective 3 may be done in conjunction with Objectives 1 and 2; if so, eliminate Step C from Objective 3.

4. Objective 4: Relate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)

- A. Development of interview questions by trainees for program and agency representatives (see "C" below)
- B. Handouts from below program and agency representatives
- C. Panel presentation by recipients and representatives of:
    - i. Job Training Partnership Act
    - ii. WorkAbility Project (include Supported Work)
    - iii. Federal Transition grant local awardee
    - iv. Targetted Jobs Tax Credit, Subminimum Wage Certificate, NARC-OJT program (one employer that has used all three programs)
    - v. Local special education director
    - vi. Local vocational education director
- D. Question/answer session with representatives
- E. Grouping of trainees by program and agency funding interest
- F. Group compilation of research, notes, etc.
- G. Group oral reports, videotape, critique
- H. Group submission of written report, critique

5. Objective 5: Develop modifications of existing agencies' implementation of federal and state (California) funding sources to improve delivery systems (in conjunction with Objective 4)

- A. Instructor overviews Objective 4 - Items B-D
- B. Groupings of trainees as in Objective 4
- C. Group synthesis of research, notes, etc.
- D. Group development of possible modifications to existing agency implementation of funding sources
- E. Group oral reports, videotape, critique
- F. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Identify key federal funding sources and resources	Instructor lecture - overview of key funding sources and resources Field trips to funding agencies Individual research report by trainees Panel of experts - presentation with question/answer session Trainees compile funding applications
Identify key state (California) funding sources and resources	Instructor lecture - overview of state funding sources and resources Obtain information sheets, applications, etc. - overview of state funding Panel of experts - presentation with question/answer session Trainee development of flow charts with relevant funding sources Individual research report by trainees
Relate federal and state (California) funding sources and resources to the trainee's specific area of training	Panel of experts from representative areas - presentation with questions/answers Trainee development/report detailing topic Individual interviews by trainees of personnel from representative areas Attend lecture
Relate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)	Instructor lecture Critique of agencies' implementation of funding resources Interview personnel from representative areas Report model agency implementation efforts Compare and contrast local agencies' efforts to model agency programs
Develop modifications of existing agencies' implementation of federal and state (California) funding sources and resources to improve delivery systems	Instructor facilitation of instruction Compare and contrast agencies' funding funding sources Interview personnel from representative areas for their suggested modifications Individual reports Compile grantsmanship consultant list

REFERENCES AND RESOURCES

Resources

I. On-going Sources of Federal and State Program Funds

A. Adult Programs

Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814
(916) 323-0383
Contact person: Jim Kay, Chief Community Resources Development Section

Grants available to expand existing services for clients of the Department of Rehabilitation to provide comprehensive programs in independent living to individuals with severe handicaps.

State Council on Developmental Disabilities
1507 21st Street, Room 320
Sacramento, CA 95814
(916) 322-8481
Contact person: James Shorter, Executive Director

Grants available to provide new program start-up funds. Serves programs for adults with developmental disabilities.

Department of Developmental Services
1600 9th Street
Sacramento, CA 95814
(916) 323-7804
Contact person: Rita Leftridge, Community Program Specialist II

Grants available, Program Development Funds, to initiate new programs that are consistent with approved priorities for program development in the state plan.

Rehabilitation Services Administration
U.S. Department of Education
330 C Street, S.W.
Washington, D.C. 20201
(202) 245-8492
Contact person: Robert Humphrey, Commissioner

Sponsors grants and contracts to study, develop, and disseminate new and innovative methods of rehabilitating persons with severe disabilities.

Office of Special Education
U.S. Department of Education
Washington, D.C. 20201
(202)

B. Secondary School Programs

State Department of Education
721 Capitol Mall - 4th Floor
Sacramento, CA 95814
(916) 323-3481
Contact person: Constance Gipson, Vocational Education Gender Equity Consultant

Grants available, RFB, Request for Bid, to initiate, supplement, or expand programs.

Office of Special Education
U.S. Department of Education
Washington, D.C. 20201
(202) 732-1112

Sponsors school to work transition grant cycles under the authorization of P.L. 98-199 for Youth with Mild and Severe Handicapping conditions.

Job Training Partnership Act
State Department of Education
Employment Preparation Unit
721 Capitol Mall
P.O. Box 94472
Sacramento, CA 94244-2720
(916) 322-5050
Contact person: Gerald Kimmel

JTPA is a cooperative venture for the unemployed between private industry and government.

COD/Career Opportunities Development Program
801 Capitol Mall - Station 54
Sacramento, CA 95814
(916) 445-1901
Contact person: Loy Kubik

Resource for individual client on-the-job training funds.

NARC/National Association for Retarded Citizens
On-The-Job Training Project (OJT)
1701 West Charleston, Suite 650
Las Vegas, Nevada 89102
(702) 384-5988
Contact person: Joseph J. Mendes, Regional Director

Funds available for on-the-job training of youth and adults with developmental disabilities. They work with private business as well as government employers.

Targeted Jobs Tax Credits
California Employment Development Department
(916) 445-1952

This federal on-the-job stipend program for employers was discontinued January of 1986 but legislation to revive it looks positive.

C. For Both Adult and Secondary Programs

Project WorkAbility I and II
California State Department of Education
Employment Preparation Unit
Sacramento, CA
(916) 324-3643
Contact person: Gail Zittel, Project Director

Grants available for prevocational and on-the-job training programs for special education and disadvantaged youth and adults, emphasis on worker stipends.

Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814
(916) 323-0383
Contact person: Keith Foster, Supported Work Project Director

Grants available to day training activity centers and school sites in supported work.

II. California Funding Resource Centers

The following libraries and organizations maintain funding collections. All are open to the public free of charge, and some offer training programs in addition to the research materials.

California Community Foundation
1151 West Sixth Street
Los Angeles, CA 90017
(213) 413-4719

California Governor's Committee For Employment of the Handicapped
800 Capitol Mall
Sacramento, CA 95814
(916) 323-2545

California State Library
914 Capitol Mall, Room #309
Sacramento, CA 95814
(916) 322-4570

Central Sierra Arts Council
229 South Shepherd Street
Sonora, CA 95370
(209) 532-2787

Community Trust of Santa Clara County
3003 Moorpark Avenue
San Jose, Ca 95128
(408) 985-2882

Dole Foundation
Employment Program Grants for Persons with Disabilities
100 Indiana Avenue, NW Suite 311
Washington, D.C. 20001

Grantmanship Center
1031 South Grand Avenue
Los Angeles, CA 90015
(213) 749-4721

Inyo County Library
301 West Line
Bishop, CA 93514
(619) 872-8091

Monterey Peninsula Foundation
420 Pacific Street
Monterey, CA 93940
(408) 375-9712

North Coast Opportunities
101 West Church Street
Ukiah, CA 95482
(707) 462-1954

Orange County Community Development Council
1440 East First Street, 4th Floor
Santa Ana, CA 92701
(714) 547-6801

Peninsula Community Foundation
1204 Burlingame Avenue
Burlingame, CA 94011-0627
(415) 342-2505

Riverside Public Library
3581 7th Street
Riverside, CA 92501
(714) 787-7201

SAGE/State Agency Grantspeople Exchange
Ramona Building
1011 6th Street, Suite 300
Sacramento, CA 95814
(916) 322-0369

180

San Diego Community Foundation
625 Broadway, Suite 1105
San Diego, CA 92101
(619) 239-8815

Santa Barbara Public Library
40 East Anapamu
Santa Barbara, CA 93102
(805) 962-7653

SERN/Special Education Resource Network
650 University Ave., Room #201
Sacramento, CA 95825
(916) 921-0521

The Foundation Center
312 Sutter Street
San Francisco, CA 94108
(415) 397-0902

VOICE/Vocational and Occupational Information Center For Educators
721 Capitol Mall
Sacramento, CA 95814
(916) 322-0369

References

Catalog of California State Grants Assistance. Available at State Library.

Catalog of Federal Domestic Assistance. Superintendent of Documents, Washington, D.C. 20402.

Federal Funding Guide. Government Information Services, 1611 North Kent St. - Suite 508, Arlington, VA 22209. (703) 528-1082.

Federal Register. Available from Department of Health and Human Services, Region IX, 50 United Nations Plaza, San Francisco, CA 94102. Contact Richard J. Silva, Regional Program Director.
* Subscription prices $300.00 yr./$150.00 6 mo. subscription.

Government Assistance Almanac; the guide to all Federal programs available to the American public, by Robert Dumouchel, Grantsmanship Center, P.O. Box 15836, Los Angeles, CA 90015. $19.95 plus $1.20 California tax.

Guide to California Foundations, prepared by Shelley Barclay. Available from Northern California Grantmakers, 334 Kearny Street, San Francisco, CA 94108. $15.00 plus $2.00 tax and postage, prepaid.

Handicapped Funding Directory, Burton Eckstein. Research Grant Guides, P.O. Box 357, Oceanside, N.Y. 11572.

National Data Book, by The Foundation Center, 79 5th Avenue, New York, New York, 10003. Two volumes for $55.00 (total).

National Directory of Corporate Charity: California Edition, compiled by Sam Sternberg. Available from Regional Young Adult Project, 330 Ellis Street, Room 506, San Francisco, CA 94102. $14.95 plus $2.00 shipping and sales tax for California residents.

Plain Talk About Grants; A Basic Handbook, Bob Geller. Available from Department of Rehabilitation, 830 K Street Mall, Sacramento, CA 95814. (916) 445-2432.

Promising Programs Which Use Job Training Partnership Act Funds For the Vocational Education, Training and Employment of Handicapped Youth, Lloyd W. Tindall et al. Available from VOICE (916) 445-0401, ask for Item #07807.

Small Change From Big Bucks: A Report and Recommendations on Bay Area Foundations and Social Change, edited by Herb Allen and Sam Sternberg. Available from Regional Young Adult Project, 330 Ellis Street, Room 506, San Francisco, CA 94102. Make check payable to: Regional Young Adult Project. $3.00 plus $1.50 postage.

Sourcebook for Employers and Disabled Job Seekers, Directory. Governor's Committee for Employment of the Handicapped, 800 Capitol Mall, Sacramento, CA 95814. (916) 323-2545.

The Foundation Directory. Available at the State Library.

The Grantsmanship Center Training Program. The Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015.

Where The Money's At: How to Reach Over 500 California Grant-Making Foundations, edited by Patricia Blair Tobey with Irving R. Warner as contributing editor. Available from Irving R. Warner, 3235 Berry Drive, Studio City, CA 91604. $17.00.

Whole Non-Profit Catalog. Available from Grantsmanship Center, 1031 South Grand Avenue, Post Office Box 15072, Los Angeles, CA 90015.

MODULE 8: PLANNING FOR CHANGE

MODULE 8

PERSONNEL TRAINING: UTILIZING A SYSTEMS ANALYSIS IN PLANNING FOR CHANGE

Dr. Michael J. Lewis, Associate Professor
California State University, Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate the ability to apply systems theory in describing the problems of organizational change.

RATIONALE

Trainees will utilize the resources of special education, vocational education, and rehabilitation in order to accelerate the career development and maturity of their clients. In many cases, trainees will be asking institutions and their personnel to function in new ways - to change. While many change models focus on staff development as the primary vehicle for change, there may be a number of additional factors critical to effecting any given change. Trainees need to be able to describe and to assess organizational systems with respect to objectives which constitute a call for change. A systems assessment will help trainees plan comprehensively for change; it will help them see all factors which may support or hinder their drive toward change; it will help them identify system components or interfaces that need to be acted upon before change can go forward; it will help them decide in the final analysis if change is feasible.

OBJECTIVES

The trainee will demonstrate the ability to:

1. describe systems theory as it pertains to organizations facing change
2. describe a system as it relates to a specific objective for change
3. assess a system with respect to its ability to support a specific change
4. prescribe interventions specific to the system which will enhance the probability for change
5. use systems theory in critiquing a failed change effort

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the significant components of public and private service agencies (schools, rehabilitation agencies)
2. write an objective
3. create appropriate objectives for change in public or private agencies

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Describe systems theory as it pertains to organizations facing change	Completion - examination with multiple choice and short answer items	Written critique and grade/Ins. 80% or above
2. Describe a system as it relates to a specific objective for change	Completion - oral group report describing appropriate system components and interfaces as they relate to a specific objective for change	Group/Ins. critique Group/Ins. critique
	Completion - written summary in chart form	Written critique and grade/Ins.
3. Assess a system with respect to its ability to support a specific change	Completion - oral group report identifying and discussing system strengths and weaknesses in supporting a specific objective for change	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
4. Prescribe interventions specific to the system which will enhance the probability for change	Completion - oral group report describing where and how to act on the system in order to support a specific objective for change	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
5. Use systems theory in critiquing a failed change effort	Completion - oral group report describing a failed change effort in terms of systems theory; report includes objective for change, systems analysis, assessment, and prescibed interventions	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of activities as presented to the trainees.

I. Objective 1: Describe systems theory as it pertains to organizations facing change
  A. Handouts highlighting salient points of:
    1. Systems theory as a model of personal growth, development, and change
    2. Systems theory as a model of organizational growth, development, and change
  B. Instructor lecture clarifying systems theory
  C. Group discussion and check for understanding
  D. Graded examination (written)

II. Objective 2: Describe a system as it relates to a specific objective for change
  A. Instructor review of procedure for:
    1. Selecting an objective for change
    2. Stating an objective for change
    3. Describing a system
  B. Trainee grouping across areas of expertise
  C. Group selection of objective
  D. Group research vis a vis system bearing upon objective
  E. Group oral reports and critique
  F. Group submission of written summary in chart form, critique and grade

III. Objective 3: Assess a system with respect to its ability to support a specific change
  A. Instructor review of procedure for systems assessment
  B. Same trainee groupings as per Objective 2
  C. Using objective and system description generated as per Objective 2, group research vis a vis an assessment of the system
  D. Group oral reports and critique
  E. Group submission of written summary, critique, and grade

IV. Objective 4: Prescribe interventions specific to the system which will enhance the probability for change
  A. Using examples of change efforts, total group brainstorming of intervention strategies
  B. Instructor summary and review of principles for system intervention
  C. Same trainee groupings as per Objectives 2,3
  D. Using objective, system description and assessment generated as per Objectives 2 & 3, group research vis a vis interventions specific to the system which will enhance the probability for change
  E. Group oral reports and critique
  F. Group submission of written summary, critique, and grade

V. Objective 5: Use system theory in critiquing a failed change effort

  A. Handouts providing detailed history of several failed change efforts within a variety of public and private human service agencies
  B. Trainee grouping across areas of expertise
  C. Group selection of topic - failed change efforts from handouts or example from experience of group member
  D. Group research vis a vis application of systems theory to failed change effort
  E. Group oral reports and critique
  F. Group submission of written summary, critique, and grade

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Describe systems theory as it pertains to organizations facing change	Instructor lecture - overview of systems theory Group discussion and check for understanding Search for literature discussing/reviewing systems theory and its implications Individual or group research reports
Describe a system as it relates to a specific objective for change	Instructor lecture - how to describe a system Search for literature demonstrating systems analysis in business, social work, mental health, or human services Group reports and discussion Trainee development of charts illustrating specific systems Interviews by trainees of personnel from representative areas - gather data regarding system components and interfaces
Assess a system with respect to its ability to support a specific change	Instructor lecture - how to assess a system Search for literature demonstrating use of systems assessment in business, social work, mental health, or human services Group reports and discussion Interview personnel from representative areas - gather data for assessment
Prescribe interventions specific to the system which will enhance the probability for change	Group brainstorm and discussion of intervention strategies Instructor summary and review Search for literature demonstrating use of systems theory to effect change Group reports and discussion Trainee development of charts illustrating change efforts and impact within specific systems Interviews of personnel from representative areas - gather data on intervention strategies and impact of strategies

Objective	Facilitating Activities/Alternatives
Use systems theory in critiquing a failed change effort	Group reports and discussion Trainee development of charts illustrating change efforts, reasons for failure, suggestions for remedial action Critique of agencies' implementation of change efforts Individual or group reports on model change efforts Panel from representative areas - the problems and challenge of change Instructor facilitation of discussion

RESOURCES AND REFERENCES

References

Apter, S.J. Implications of ecological theory: Toward a community special education model. *Exceptional Children*, *43*, 366-373, 1977.

Apter, S.J. *Troubled children/troubled systems*. Syracuse: Syracuse Univ. Press, 1985.

Barker, R.C. *Ecological psychology: Concepts and methods for studying the environment of human behavior.* Stanford, CA: Stanford Univ. Press, 1968.

Bentzen, N.M., Goodlad, J.I., Lahaderne, H.M., Myers, D.A., Novotney, J.M., Sinclair, R.L., Spitzer, L.K., & Tye, K.A. *The principal and the challenge of change*. Los Angeles: Institute for Development of Educational Activities, 1968.

Bidwell, C.E. The school as a formal organization. In J.G. March (Ed.). *Handbook of organizations*. Chicago: Rand McNally, 1965.

Budoff, M. Engendering change in special education practices. *Harvard Educational Review*, *45*, 512, 1975.

Cherniss, C. *Professional burnout in human service organizations*. New York: Praeger, 1980.

Egan, G., & Cowan, M. *People in systems: A model for development in the human service professions and education*. Monterey, CA: Brooks/Cole, 1979.

Etzioni, A. (Ed.). *The semi-professions and their organization*. New York: Free Press, 1964.

French, W.L., & Hollman, R.W. Management by objectives: The team approach. *California Management Review*, 13-22, 1975.

Goodlad, J.I. *The schools and education. Saturday Review*, April 19, 1969.

Green, T.F. *Predicting the behavior of the educational system*. Syracuse: Syracuse Univ. Press, 1980.

Hasenfeld, Y., & English, R.A. *Human services organizations*. Ann Arbor: Univ. of Michigan Press, 1978.

Lewin, K. *Resolving social conflicts*. New York: Harper & Row, 1948.

Rappaport, J. *Community psychology*. New York: Holt, Rinehart, & Winston, 1977.

Rhodes, W.C. The disturbing child: A problem of ecological management. *Exceptional Children*, *39*, 449-455, 1967.

Rhodes, W.C. A community participation analysis of emotional disturbance. *Exceptional Children*, *36*, 309-314, 1970.

Sarason, S.B., Carroll, C.F., Maton, K., Cohen, S., & Lorentz, E. Human services and resource networks. San Francisco: Jossey-Bass, 1977.

Sarason, S.R. The culture of the school and the problem of change. Boston: Allyn & Bacon, 1982.

Smith, L.M., & Keith, P. Anatomy of educational innovation. New York: Wiley, 1971.

Weatherley, R.A. Reforming special education. Cambridge, MA: The MIT Press, 1979.

MODULE 9: PROCESS STRATEGIES FOR COLLOBORATION

MODULE 9

PERSONNEL TRAINING: PROCESS STRATEGIES FOR DEVELOPING INTERAGENCY/INTERDISCIPLINARY COLLABORATION

Donald A. Kairott, Educational Specialist
Special Education Resource Network
California State Department of Education

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will be able to identify group process strategies necessary for interagency/interdisciplinary collaboration and demonstrate skill in effecting those strategies.

RATIONALE

The trainee's ability to effect interagency and interdisciplinary collaboration requires knowledge of process design and skill in implementing process techniques. Trainees need knowledge and skill practice in process techniques to provide leadership in facilitating collaborative efforts.

OBJECTIVES

As the following pertains to interagency/interdisciplinary collaboration, trainees utilizing this module will be able to:

1. implement team building activities
2. implement a group needs assessment process
3. demonstrate knowledge and skill in running effective interagency/interdisciplinary meetings
4. do a team action plan

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. identify and describe three needs assessment instruments as utilized in each of: Vocational Rehabilitation, Vocational Education, Special Education
2. describe the purpose of team building as it pertains to interagency/interdisciplinary collaboration
3. describe, from personal experience, a meeting that was ineffective and why
4. describe the purpose of an action plan

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Implement team-building activities	Completion - heterogeneous teams (Voc Ed, Voc Rehab, Special Ed) develop positive interdependence and individual accountability resulting in a team product. Completion - heterogeneous teams (Voc Ed, Voc Rehab, Special Ed) participate in 3 team building activities - 1 activity to be the bridge to making team building work in interagency/interdisciplinary collaborative engagements (meetings).	Group/Ins. Critique
2. Implement a group needs assessment and process	Completion - whole group needs assessment of requisite conditions necessary for interagency/interdisciplinary collaboration. Completion - written summary of content including outcomes and flow chart of group needs assessment process.	Group/Ins. Critique
3. Demonstrate knowledge and skill in running effective interagency/interdisciplinary meetings	Completion - written summary of mock presentation of an ineffective interagency/interdisciplinary meeting. Heterogeneous teams identify points of impass and brainstorm solutions, selecting identified strategies from resources. Completion - outline of effective meeting processes.	Group/Ins. Critique Ins./Grade

Objective	Procedure	Criteria
4. Do a team action plan	Completion - written flow chart and description of the action plan process. Completion - written rationale for its utility in effecting interagency/interdisciplinary collaboration. Completion - Heterogeneous teams (Voc Ed, Voc Rehab, Special Ed) develop and follow-through a team action plan.	Group/Ins. Critique Ins./Grade

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee:

1. Objective 1: Implement team building activities

    A. Handouts as per instructor selection
    B. Instructor lecture on the nature of groups, elements of teams group dynamics
    C. Trainee heterogeneous groupings
    D. Instructor presents 2 team building exercises, teams participate. Teams formulate plan to bridge instructor identified team building activities to actual interagency/interdisciplinary collaborative engagements (meetings)

2. Objective 2: Implement a group needs assessment process

    A. Handouts including:
        i. "How to facilitate a group needs assessment process" (SERN 1986)
    B. Instructor clarification of the process
    C. Trainees perform the process in heterogeneous teams
    D. Instructor debriefs the process
    E. Group prioritizes outcomes, set goals, and develops evaluation criterias for goals

3. Objective 3: Demonstrate knowledge of effective meeting techniques

    A. Instructor lecture on effective meeting practices
    B. Instructor identifies time, date, and location where an interagency/interdisciplinary meeting is to occur. Trainees observe meeting and critique (optional)
    C. Instructor selects one team to recreate/role play an ineffective interagency/interdisciplinary meeting. Remaining teams offer suggestions for improvement, based upon instructor's lecture

4. Objective 4: Do a team action plan

    A. Handouts including:
        i. "Model Action Plan" (SERN 1986)
    B. Instructor lecturette on the action plan process
    C. Trainees, in instructor identified heterogeneous teams, will develop an action plan regarding the completion of the material in this module. Each trainee is individually accountable to the team for having his/her work completed as due
    D. Trainees, in instructor identified heterogeneous teams, develop an Action Plan regarding the completion of material in each of the modules. Each trainee is individually accountable to the team for having his/her work completed as due (optional)

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
1. Implement team building activities	Trainees develop a field network to support the continued professional interagency/interdisciplinary team process begun in the course Teams identify areas of their work which would be better served utilizing a team approach
2. Implement a group needs assessment process	Instructor designated heterogeneous teams utilize needs assessment process to: a) define local/agency/community needs/outcomes for targeted client populations Attend a meeting where a group needs assessment is being done and critique the process
3. Demonstrate knowledge and skill in running effective interagency/interdisciplinary meetings	Trainees skim module references and identify one resource to read Videotape role play/recreation of an ineffective meeting (for critique) Each trainee conducts a meeting at his/her site incorporating new skills learned Each trainee identifies 3 "pet peeves" about participating in meetings Each trainee identifies a list of barriers affecting interagency/interdisciplinary collaboration during meetings
4. Do a Team Action Plan	Trainees will critique their own success in meeting their team action responsibilities Trainees will modify the Action Plan model (as presented by the instructor) to suit individual/local needs Set of criteria to evaluate his/her effectiveness in meeting the goals of the action plan The goals of the action plan

RESOURCES AND REFERENCES

RESOURCES

Special Education Resource Network
Rsource Service Center
650 University Ave., Room 201
Sacramento, CA 95825

REFERENCES

Dunsing, R.J. You and I have simply got to stop meeting this way. New York: AMACOM, 1978.

Elder, J.O., & Magrab, P.R. Coordinating services to handicapped children: a handbook for interagency collaboration. Baltimore, MD: Paul H. Brookes, 1980.

Grayson, J. Continuing evolution of regular education and special education collaboration. Los Angeles: California Regional Resource Center, 1980.

Hocevar, S., Henry, R.W., & Anderlini, L.S. Guide to local interagency collaboration: increasing benefits for individuals with exceptional needs. Los Angeles: California Regional Resource Center, 1980.

Hon, D. Meetings that matter: a self-teaching guide. New York: John Wiley and Son, 1980.

Johnson, D.W., & Johnson, F.P. Joining together: group theory and group skills. Englewood Cliffs, NJ: Prentice-Hall, 1975.

Lippitt, G.L. Can conflict resolution be win-win? Washington, D.C.: Development Publications, 1982.

Lippitt, G.L. Managing conflict in today's organizations. Washington, D.C.: Development Publications, 1982.

Palmer, B., & Palmer, K. The successful meeting master guide for business and professional people. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Schindler-Rainman, E., & Lippitt, R. Consultant as a meeting designer. Washington, D.C.: Development Publications, 1981.

Special Education Resource Network Regional Training Unit #7. Comprehensive planning for personnel development. Sacramento, CA: Special Education Resource Network Resource Service Center, 1982.

Special Education Resource Network Regional Training Unit #8. Strategic planning, strategic vision: a comprehensive framework. Sacramento, CA: Special Education Resource Network Resource Service Center, 1983.

Wilson, M. Survival skills for managers. Boulder, CO: Volunteer Management Associates, 1981.

MODULE 10: PARENTAL INVOLVEMENT FOR TRANSITION

MODULE 10

PERSONNEL TRAINING: WORKING WITH PARENTS OF HANDICAPPED YOUTH IN TRANSITION FROM SCHOOL TO WORK

Patricia L. Patton, Professor
Department of Special Education
San Diego State University

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The teacher and counselor trainee will demonstrate the ability to work with parents of moderately and mildly handicapped youth who are transitioning from school to work and the adult community.

RATIONALE

Research has demonstrated that when parents of children with learning disabilities become involved in their children's educational process, the children perform more competently than those children of parents who do not become involved. Teachers and counselors need to work more closely with parents to better understand the learning disabled person in transition; going from school to work and toward independent living. With a stronger support system, the handicapped youth has a better chance to adjust to the process of change.

OBJECTIVES

The teacher and counselor trainee will demonstrate the ability to:

1. delineate parents' roles
2. delineate developing the career preparation (parts of the IEP)
3. delineate work motivation
4. describe the meaning and value of work
5. delineate post-secondary placement options
6. demonstrate a personal profile (worksheets, examples)
7. delineate work adjustment skills
8. describe job characteristics (instructor sequence of skills, social skills, survey job conpt., employment evaluation)
9. delineate Vocational Education Act
10. describe section 504 and PL 94-142
11. delineate career clusters (career objectives, planning chart)
12. delineate working with your teenager
13. delineate/share one of your own ideas/experiences

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee:

1. Objective 1: Delineate parents' roles
    - A. Advocates for career education programs
    - B. Providers of unique information
    - C. Role models
    - D. Case monitors
    - E. Risk takers
    - F. Financial planners
    - G. Their children's best advocates

2. Objective 2: Delineate work motivation
    - A. Material needs
    - B. Activity and stimulation
    - C. Self worth
    - D. Respect of others
    - E. Creativity and productivity

3. Objective 3: Delineate developing the career preparation (parts of the IEP)
    - * A. Related vocational or special education teacher
    - B. Appropriate vocational area instructor
    - * C. Parents or guardians
    - D. Vocational supervisor or coordinator, when feasible
    - * E. Coordinator of special education or designee with authority to commit services to student
    - F. Student
    - G. Vocational evaluator, when appropriate

    * Required participants

4. Objective 4: Delineate the meaning and value of work
    - A. The meaning of work in American society has changed over time
    - B. People in our society have begun to link their own personal value with the work they perform
    - C. To most people in America work has more positive meaning and interest than any other facet of life

5. Objective 5: Delineate post-secondary placement options
    - A. Competitive employment
    - B. Post-secondary education
    - C. Transitional job training
    - D. Supported employment

6. Objective 6: Demonstrate a personal profile
    - A. Personal traits
    - B. Interests
    - C. Aptitudes
    - D. Work adjustment skills

7. Objective 7: Delineate work adjustment skills
    A. Associated work skills
    B. Employability skills

8. Objective 8: Describe job characteristics
    A. Location
    B. Time
    C. Physical requirements
    D. Safety factors
    E. Communication with co-workers and boss
    F. Communication with public
    G. Problem-solving skills
    H. Initiative
    I. Repetition
    J. Concrete results
    K. Necessary special skills
    L. Training options

9. Objective 9: Delineate Vocational Education Act
    A. Requires 10% set-aside of federal funds be used for handicapped students
    B. Assists handicapped persons in gaining access to regular vocational education programs
    C. Extends rights under PL 94-142 to those served by the Vocational Education Act
    D. Mandates state advisory councils
    E. Requires coordination of vocational education, special education, rehabilitation and manpower training programs
    F. Sets up in-state distribution formula for federal funds
    G. Requires local education agencies to collect extensive data

10. Objective 10: Describe section 504 and PL 94-142
    A. Section 504 - assurance of non-discrimination on basis of handicap - access to programs
    B. PL 94-142 - guarantee of free, appropriate education in the least restrictive environment

11. Objective 11: Delineate career clusters
    A. Administrative and managerial occupations
    B. Engineers, surveyors and architects
    C. National scientists and mathematicians
    D. Social scientists, social workers, religious workers and lawyers
    E. Teachers, librarians and counselors
    F. Health diagnosing and treating practitioners
    G. Nurses, pharmacists, dieticians, therapists and physician assistants
    H. Health technologists and technicians
    I. Writers, artists and entertainers
    J. Technologists and technicians, except health
    K. Marketing and sales occupations
    L. Administrative support occupations, including clerical
    M. Service occupations
    N. Agricultural and forestry occupations

O. Mechanics and repairers
P. Construction and extractive occupations
Q. Production occupations
R. Transportation and materials moving occupations
S. Helpers, handlers, equipment cleaners and laborers

12. Objective 12: Delineate working with your teenager
    A. What you need to know about your teenager
    B. Why do you want to communicate with your child?
    C. Listening skills
    D. Working on behaviors

13. Objective 13: Delineate/share one of your own ideas or experiences

TRANSITION FROM SCHOOL TO WORK

A GUIDE FOR PARENTS OF LEARNING DISABLED YOUTH

PROJECT WORK
Department of Special Education
San Diego State University

Patricia L. Patton, Ed.D.
Project Co-Director

Judy Hegenauer, M.S.
Project Transition Specialist

Rita Marinoble, M.S.
Project Consultant

Louise Reifman, B.S.
Project Consultant

Special thanks to
Ninette Edwards for her clerical expertise.

The development of this book was supported in part by the U.S. Department of Education Project Number95-6042721. The opinions expressed are those of the authors and do not necessarily represent the State of California, Department of Education, the San Diego Unified School District, or San Diego State University.

211

TABLE OF CONTENTS

1 Section One ▶ Introduction and Purpose

7 Section Two ▶ Wheel of Transition

Independent Living Skills
Social Skills
Career Awareness
Individualized Education Program (IEP)
Vocational Education
Work Experience

23 Section Three ▶ Responsibilities

Parent/Advocate Responsibilities
Professional Responsibilities

27 Section Four ▶ Rights

Parents' Rights
Children's Rights
Due Process Protections
The Law

32 Section Five

Support Groups and Resources for Parents
SSI

34 Glossary

36 Appendices

Job of Looking for a Job
Parent's Check List
Background Information for Job Seeking
Educational/Career Plan

SECTION ONE

Why should I read this book?

This book was written by persons who have had extensive experience helping young people with learning disabilities to find training, jobs, and services. The authors include teachers, counselors, and parents of learning disabled students who are aware of the important role that parents play in the transition process. They have taught students how to acquire information and gain the skills necessary for independent adult living.

This book provides suggestions you can use to help your learning disabled child become a responsible citizen, a good worker, and a fully functioning member of the community. You will gain the skills and information required to represent your child's vocational education and job training needs. The book identifies actions you can take to plan opportunities which will prepare your child to enter the work environment.

What does "transition" mean?

Transition means passage or movement from one stage to another. In this case we're talking about passage from school to work, or bridging the gap from dependence to independence; from a relatively protected environment to the larger community.

Is my participation important?

Yes! Research has demonstrated that when parents/guardians of children with learning disabilities become involved in their children's educational process, the children perform more competently than those children of parents who do not become involved. Similarly, persons with learning disabilities frequently need an advocate to help them bridge the gap from school to work and independent adult living. Ideally, every person will become his/her own advocate, but some may need temporary assistance.

Can most handicapped children be trained to fit into the world of work?

Yes! Most young people are capable of a variety of tasks that are comparable to certain jobs. They may need a longer training period or more examples in the beginning, but current research shows that approximately 95% of the handicapped children in public school programs can, with some degree of support, become competent workers within the community.

Why is working important for my son or daughter?

There is considerable evidence suggesting that people who don't have a job have less self-confidence and lower self-esteem than people who do have a job. Most adults identify themselves by their occupation. Persons who are deprived of that source of identity may never believe they are valuable to themselves or others. It's been found that even volunteer workers have a sense of purpose and identity similar to paid workers. It is very important that everyone have an opportunity to lead a well-balanced, productive life. Working is part of that balance.

Consider all the daily activities working adults perform and take for granted. Transportation, money handling and

appropriate worker behaviors are all critical for finding and keeping a job. It's also important that your son/daughter have a positive attitude about work and know how to demonstrate interest and enthusiasm toward his/her job. Many young people have difficulty deciding what kinds of jobs they like and would be capable of performing. Increasing their awareness of the world of work is very helpful as they approach the time to make an occupational choice. In general, the more work-related activities your son/daughter is competent in performing, the easier it's going to be for him/her to find and keep a job.

How can parents/guardians be most helpful in the transition process?

A person's preparation for adult living is the sum of all the efforts to inform, instruct and socialize him/her by parents, teachers and others. Knowledge about the world of work, and how workers behave, awareness of one's strengths and interests, and the ability to get along with others are all important to successful adult living. Much is taught informally as part of daily experiences. Other things need to be emphasized, especially if your child has difficulty understanding ideas the first time.

What activities can best prepare my son/daughter for successful transition?

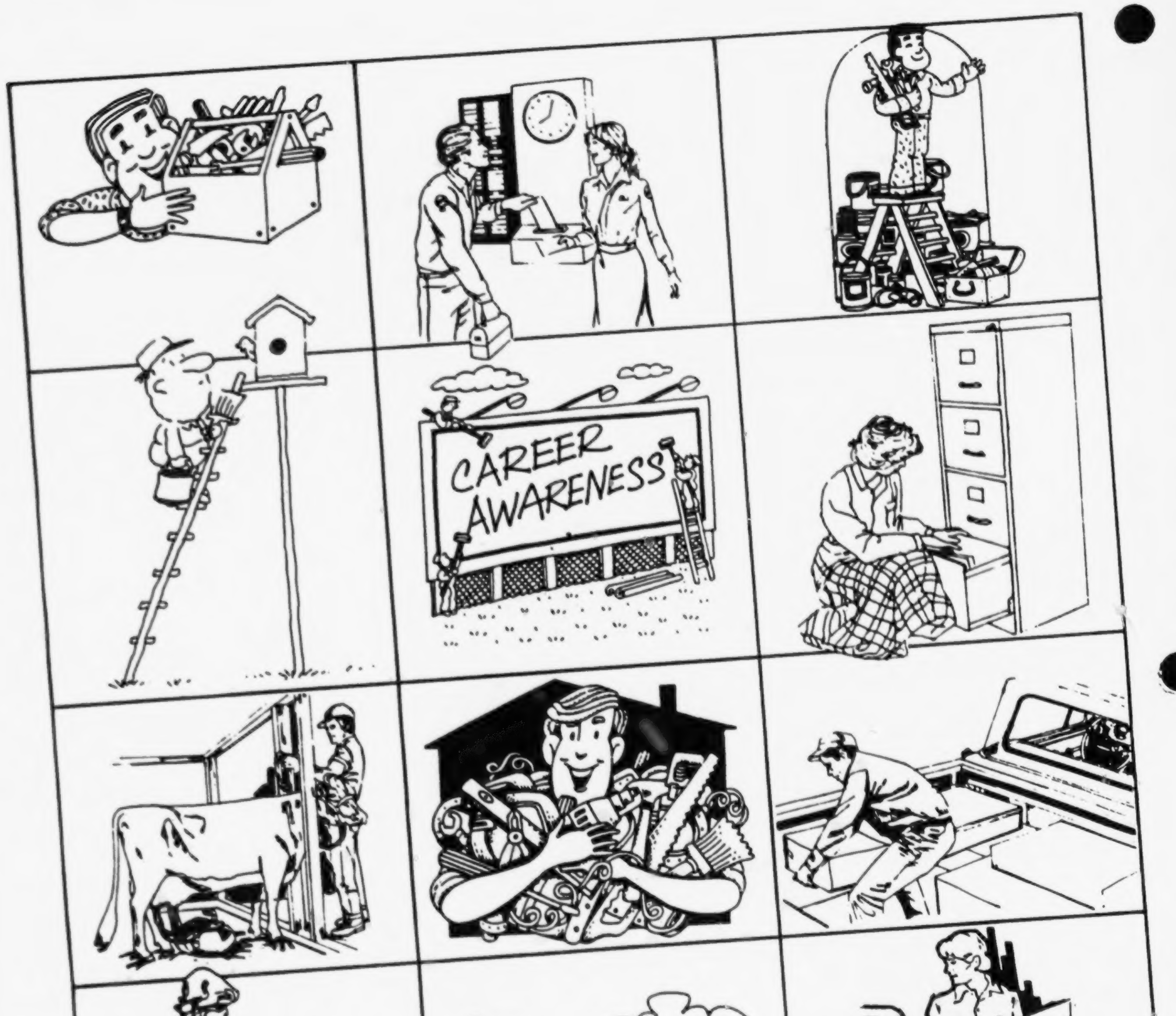
Generally, the sooner your son or daughter understands the needs, benefits and functions of working the easier the transition will be. School districts have a variety of vocational programs for secondary students. Part-time and summer jobs, especially within the community, are also excellent transition experiences. From these your son or daughter can acquire a greater understanding of the rewards and responsibilities of becoming an adult member of the community. Section II of this book discusses in greater detail some of the ways you can help your child towards a smooth transition.

How can I make sure my child is getting the help he/she needs?

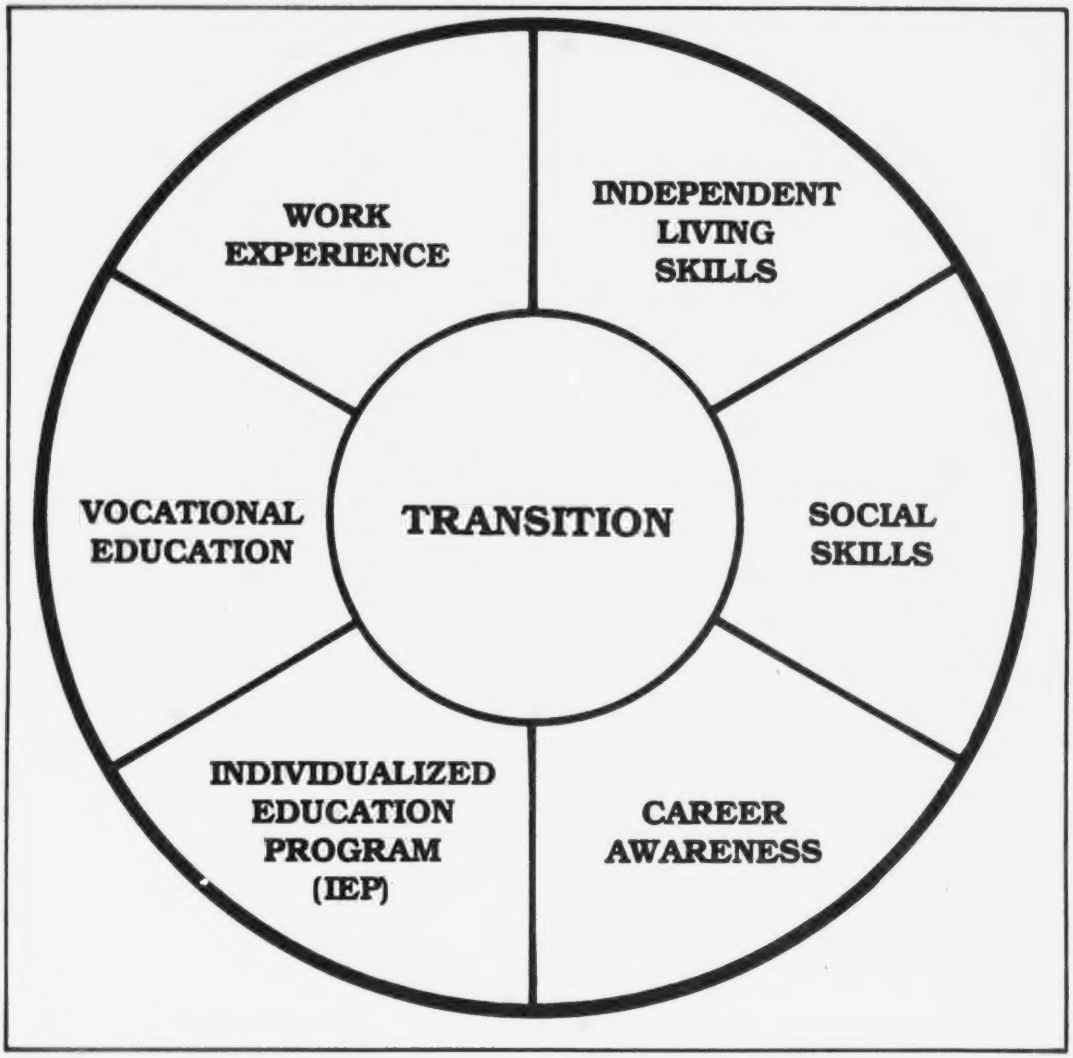
The easiest and best way to assure progress is to keep informed and to keep communication lines open between you, your child and the schools or agencies involved in assisting your child through the school-to-work process. Make sure everyone understands clearly your child's needs, interests, aptitudes and limitations. Your involvement can be a time-consuming task. The rewards for your efforts, however, will be a productive, independent adult -- a person who has a positive self-concept and feels valuable to society.

How can my son/daughter get on-the-job training?

In addition to vocational classes provided within school settings, a number of adult service agencies assist clients by finding work experience training, establishing apprenticeships or enrolling them in skill center programs. Some organizations exist solely to provide job training, both within a protected environment and as part of a community work contract, for persons with learning disabilities. Some employers have made a commitment to hire handicapped persons and are willing to employ young people who are motivated and have a positive work attitude. You'll find a list enclosed in this booklet to help you locate a suitable job training program.


CAREER
AWARENESS

SECTION TWO


TRANSITION
WORK EXPERIENCE
INDEPENDENT LIVING SKILLS
SOCIAL SKILLS
CAREER AWARENESS
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
VOCATIONAL EDUCATION

Wheel of Transition (Keep It Rolling!)

Transition from school to independence in the world of work is a process that can and should begin very early in your child's life. This section of the manual addresses six major areas that contribute to the transition process. Attention to these areas throughout your child's school life will help greatly towards a smooth and successful transition.

21 HALL
10A11

INDEPENDENT LIVING SKILLS

Regardless of the type of work your child will do, independent living skills are among the most important skills to be developed for effective life adjustment. Several of these skills are listed here, along with ideas for helping your child develop them.

Personal Hygiene

- ▶Encourage the younger child to develop good hygiene habits by using a daily checklist or chart.
- ▶When appropriate, educate the older child about the use of deodorant, mouthwash, etc.
- ▶Teach good hygiene habits to your child by means of your own example.

Housekeeping

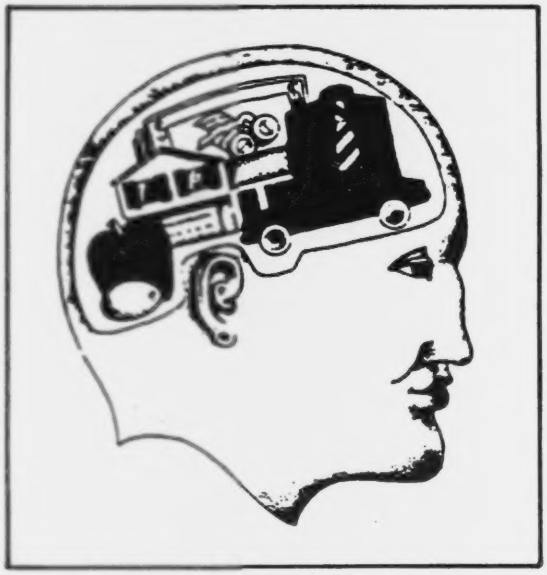
- ▶Assign simple household tasks to your child at an early age. Increase responsibilities as the child grows older.
- ▶Be aware of sex-stereotyping in teaching household duties to your child. That is, do not limit girls to kitchen and housecleaning tasks, or boys to yard work and minor repairs. Give your child an opportunity to learn to perform all types of household tasks.
- ▶Remember that your child will not usually perform these tasks as well or as quickly as you would do them. When the natural impulse to become impatient arises, remind yourself that these are important steps in the development of your child's independence.

Telephone Use

- ▶Teach your child how to use the telephone in an emergency. Post the numbers near the telephone.
- ▶Practice telephone etiquette with your child by having him or her call you from a neighbor's phone and vice-versa.
- ▶Instruct your child in the use of a pay phone.

Money Handling

- ▶Practice adding money and making change with your child, using play money.
- ▶Allow your child to negotiate purchases with your supervision, having him or her check for correct change.



Transportation

- ▶Help your child learn to read a bus schedule by the time he or she enters high school.
- ▶Teach your child to use public transportation by accompanying him or her on short trips. Even though a car may usually be available, use of public transportation is an important skill for independent living.

Use of Leisure Time

- ▶Encourage your child to develop hobbies and recreational interests.
- ▶Help your child learn about community resources for making constructive use of leisure time.

SOCIAL SKILLS

Research has shown that more jobs are lost due to a lack of appropriate social skills than for any other reason. It is especially important that your child develop the social skills needed to survive in the world of work. These same skills will enhance your child's personal life as well. Here are some ideas for giving your child the opportunity to develop and practice social skills.

Conversation

- Teach your child to establish and maintain eye contact when talking with someone.
- Encourage conversation skills by having family discussions during dinner, auto trips, etc. Both listening and speaking skills can be taught here.

Response to Praise and Criticism

- ▶Encourage your child to express appreciation for compliments.
- ▶Teach your child that criticism can be helpful when constructively given. Practice some on-the-job criticism with your high school age child, working towards appropriate responses.

Appropriate Behavior

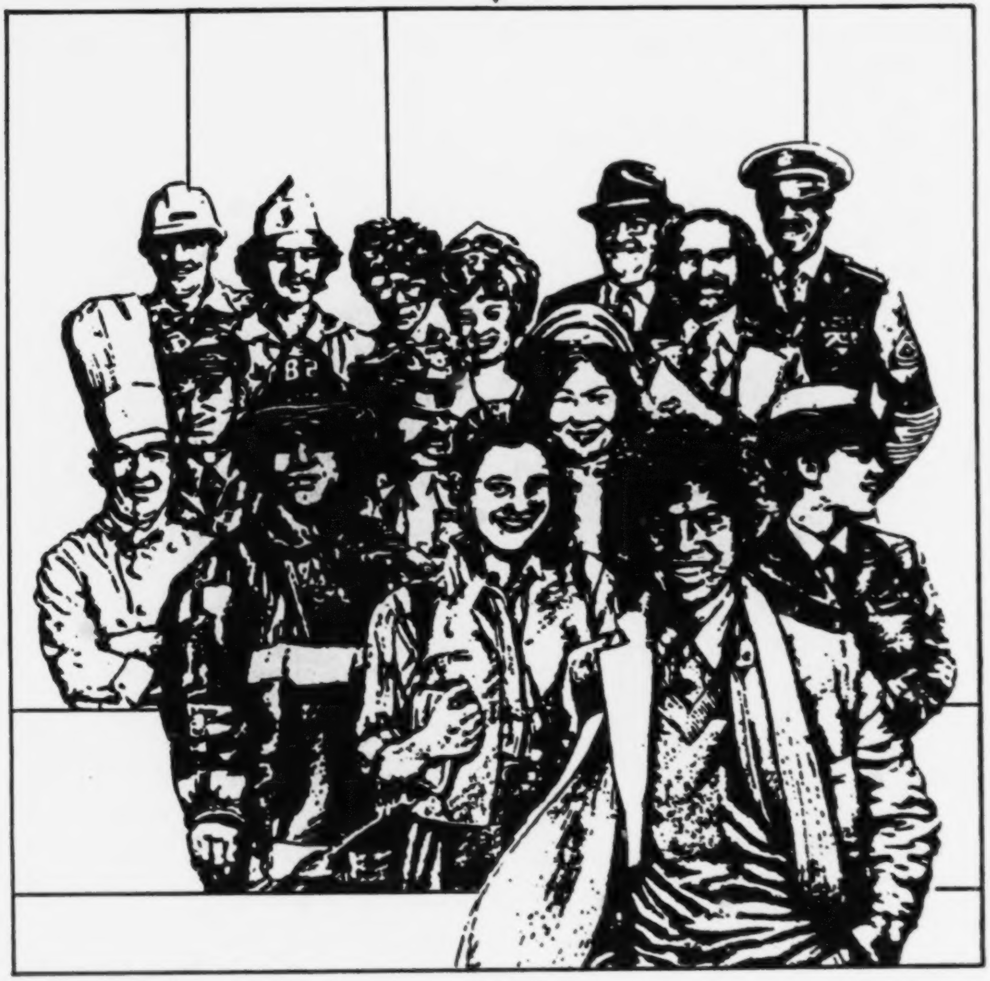
- ▶Practice "what would you do if ..." situations to teach appropriate behavior for home, school, church, public places, etc.
- ▶Correct inappropriate behavior in terms of a "better" way, rather than "right" vs. "wrong".

Getting Along With Others

- ▶Encourage your child to participate in activities involving interaction with others.
- ▶Help your child handle interpersonal conflicts by talking over what happened and why.

Community Outings

- ▶As you visit various places in your community, point out the jobs being done there. Talk with your child about which jobs seem most interesting to him or her.
- ▶When your child expresses interest in specific jobs, arrange for him/her to learn more about the job by visiting work sites and talking with people in that line of work.



CAREER AWARENESS

Does your child know about the many different kinds of jobs that are possible? Has he or she met and talked with persons from different lines of work? This is really what career awareness is all about -- becoming aware of the world of work and of the choices available there. It also involves some understanding of the kinds of skills required for particular jobs. Some suggestions are offered here that will help you participate in the development of career awareness in your child.

Sharing Information About Your Own Job

- ▶Include your child in discussions about your own work whenever possible.
- ▶If practical, take your child to your place of employment on occasion so he/she can observe first hand.

Reading

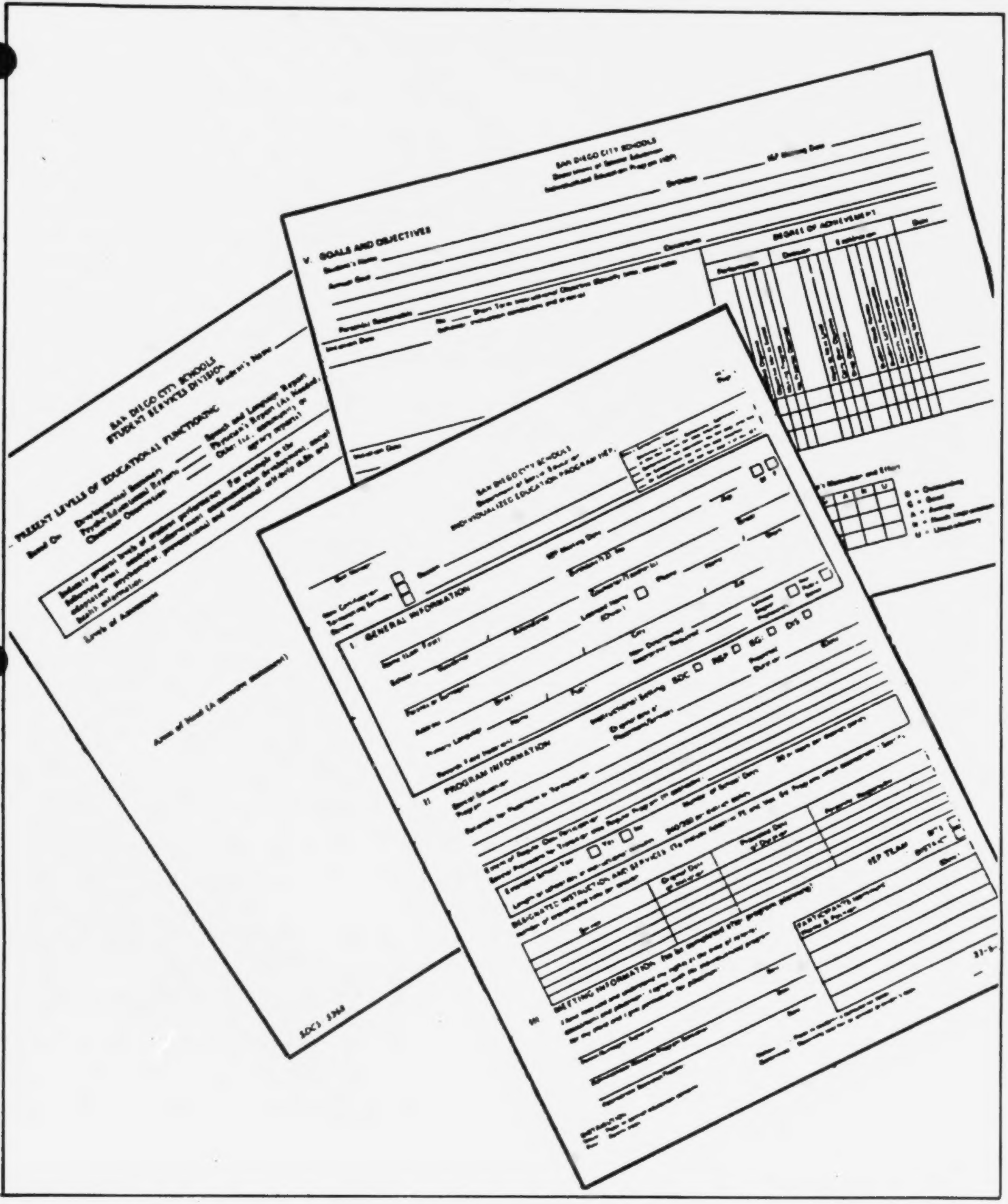
- ▶Encourage your child to use the local library to learn more about careers. Even for younger children, reading stories about jobs and workers is valuable in developing basic career awareness.
- ▶As your child reads about careers, have him/her tell you what seems appealing or not appealing about specific jobs. Also discuss the different levels of education and training needed for various jobs.

Play-Acting and Discussion

- ▶With the younger child, make career awareness a fun activity by having the child role play different jobs.
- ▶Participate in the role playing yourself, for instance as a customer or a supervisor in the work setting.
- ▶With older children, try a "Name That Job" activity where you act out or tell about job tasks and your child tries to identify the job.

Classroom Visitation

- ▶Offer to visit your child's school classroom to share information about your own job.
- ▶Help arrange for other parents to participate in a classroom career awareness program by making similar visits and answering students' questions.



SAN DIEGO CITY SCHOOLS
STUDENT SERVICES DIVISION

PRESENT LEVELS OF EDUCATIONAL FUNCTIONING

SDCS 5368

SAN DIEGO CITY SCHOOLS
Individualized Education Program (IEP)

V. GOALS AND OBJECTIVES

DEGREE OF ACHIEVEMENT

SAN DIEGO CITY SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I GENERAL INFORMATION

II PROGRAM INFORMATION

DESIGNATED INSTRUCTION AND SERVICES

IEP TEAM

III MEETING INFORMATION

BEST COPY AVAILABLE

Attend and Participate in IEP Meetings

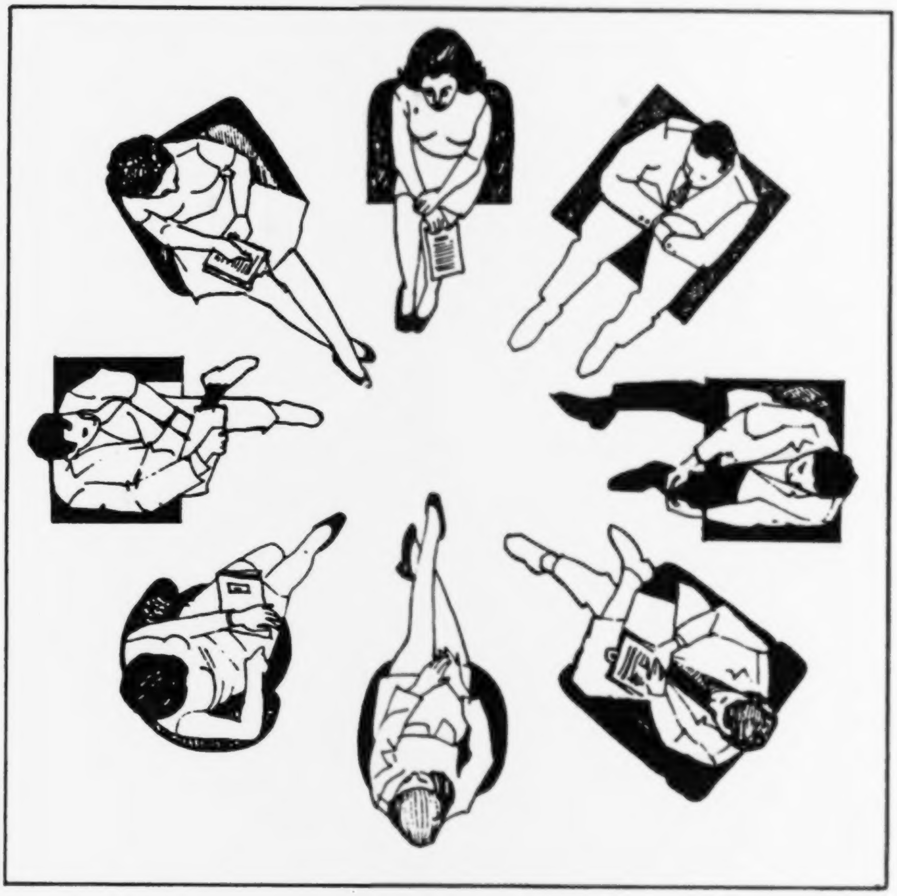
- Make time to attend the annual IEP meeting! You are an important advocate for your child, and your input is extremely valuable.
- Participate! Speak your concerns about your child's school program as it relates to eventual transition to the world of work.
- Ask questions! If you do not understand any aspect of the IEP process, don't hesitate to ask for an explanation.

Pay Attention to Vocational Goals

- Beginning at the secondary level (usually 7th grade) the law requires every child's IEP to include a vocational goal. This may be anything from development of pre-vocational skills (e.g., telling time) to actual experience in a work setting.
- Insure that your child's IEP contains appropriate vocational goals each year. Discuss with teachers how you might support the goal by home activities.

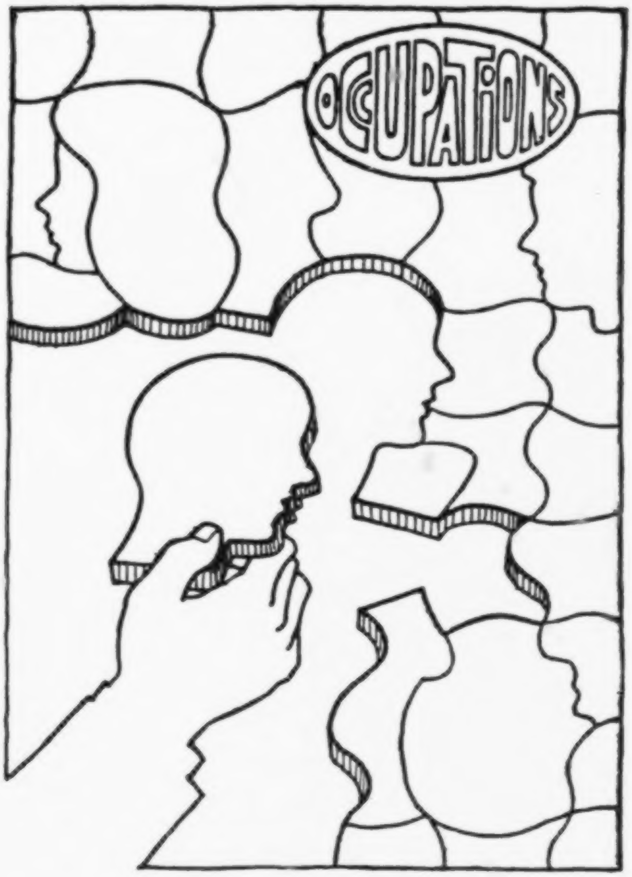
Discuss the IEP with Your Child

- Express your support for the goals of the IEP, and explain the goals in terms your child can understand.
- Also explain how achievement of these goals will fit into your child's life later on.
- Periodically ask your child how he/she perceives the progress that is taking place.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The annual IEP that is developed for your child at school is an important tool for building an eventually successful transition from school to independent living and working. Your participation in the IEP process is very important. This is your opportunity to communicate with teachers and other school staff about your child's special vocational needs. Listed here are a few ideas to help you become more involved in your child's Individualized Education Program.



VOCATIONAL EDUCATION

Beginning in junior high school, your child will have the opportunity to take classes in vocational education. These include basic courses in wood shop, metal shop, auto repair, and so on. At the high school level, the Regional Occupational Program (ROP) offers job skill training in a wide variety of areas that prepare the student for work. Some school districts provide specialized ROP classes for students with learning problems. It is important that your child receive as much vocational education as possible during his or her school life. You can assist in this by considering some of the suggestions listed here.

Discuss Vocational Interests With Your Child

- ▶Following up on the suggestions made earlier in the Career Awareness section, help your child to identify what kinds of jobs are of serious interest to him or her.
- ▶Pay special attention to what is realistic when talking with your child about career interests. Encourage exploration of jobs that are consistent with your child's ability level.

Learn About Vocational Offerings at School

- ▶Talk with school counselors about vocational classes and how they fit into your child's schedule.
- ▶Visit vocational classes and talk with teachers about skills that are taught in the class.

Encourage Progress In Vocational Classes

- ▶Talk regularly with your child about his or her experiences in vocational classes.
- ▶Create opportunities at home for your child to demonstrate skills learned in vocational classes.

Follow Up With ROP Teachers Regarding Your Child's Potential for Employment

- ▶Keep in touch with the ROP teacher throughout the course, with special emphasis on whether or not your child displays potential for employment in the job area for which he/she is being trained.
- ▶Check not only on skill development, but also on appropriate work behaviors (e.g., punctuality, attention, cooperation, etc.). These are equally important for job readiness.

WORK EXPERIENCE

There are many opportunities for your child to obtain work experience prior to leaving high school. This type of experience is extremely valuable for the transition process. The child who already knows something about being a responsible worker usually will be much more successful in post-high school adjustment than the child who has not had the benefit of work experience. Some suggestions are given here for ways to help your child obtain work experience both during and after high school.

Make Use of the School Career Counselor

- ▶At the high school level, career counselors are often available to help students find employment. Check to see if this resource is available at your child's school.
- ▶Encourage your child to talk regularly with the career counselor (or similar person at school) about work experience opportunities.

Encourage Volunteer Work

- Teach your child the benefits of doing volunteer work when possible. It provides valuable experience that most employers consider when looking at overall job readiness.
- Remember that volunteer work can help your child develop good work habits, as well as improve his/her self-esteem.

Provide Support During the Job Search

- Whether during school or after graduation, your child will need moral support in what is often the difficult task of securing employment. Share your own experiences of disappointment, and encourage the persistence that is required.
- Help your child become aware of the many sources for job leads, including newspapers, bulletin boards, employment agencies, and personal contacts.
- Remember that your child's first job need not represent an ultimate career choice. First jobs provide important experience and improve the development of social skills, even though they may be unrelated to the long range career path that your child will follow later on.

Explore Post-High School Training Experiences

- Trade and technical schools offer excellent training in fields such as electronics, medical technology and computer careers.
- Community Colleges usually have skill training programs that may include job placement assistance.
- Local governments often develop on-the-job training programs for the disabled.

Parent involvement *is* important!

SECTION THREE

Rights and Responsibilities

This section provides concise coverage of your rights and responsibilities according to "The Education for All Handicapped Children Act" (PL 94-142) and the "California Master Plan for Special Education".

Parent/Advocate Responsibilities

One of the major features of the California Master Plan is parent involvement. Communication between home and school is an important key to the success of a child's program. This cannot be overemphasized!

Parents are involved in all areas of decision-making regarding their children including development of the Individualized Education Program (IEP). Parents have the right to appeal any decision with which they do not agree.

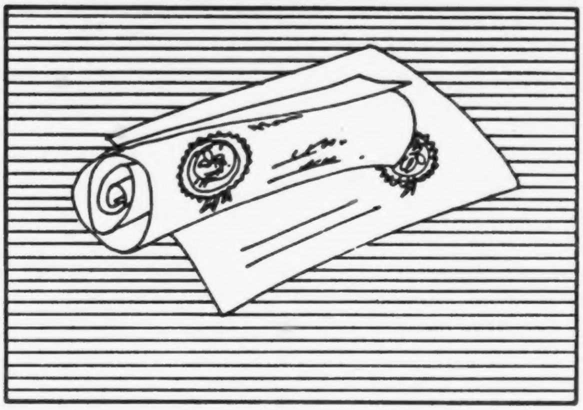
You are the best advocate for your child. You live with the child, and therefore possess that unique knowledge and insight about your child that is only available to you, as a parent.

Do your homework:

- ▶Know your rights under the law.
- ▶Review and become familiar with any class or program suggested for your child.
- ▶Request written confirmation of any verbal guarantees or denials.
- ▶Letters of confirmation: Write your own positive letters confirming verbal communications and keep copies.
- ▶Develop the art of sending copies of letters to the appropriate people.
- ▶Be clear and concise when stating your goals.

Helpful hints:

- ▶Use outside services and resources. Ask for copies of outside evaluations and include them in the child's file, or arrange to have outside professionals attend meetings with you.
- ▶Always refer to your child's special and unique needs, not to his/her handicap.
- ▶When signing authorization for testing, request copies of the recommendations sent directly to you, and place a time limit and date for the validity of your signature.
- ▶Do not hesitate to request explanations, information or accountability.
- ▶Prepare a list of your personal concerns for any meetings with district or agency personnel.
- ▶Be positive in your approach.
- ▶Make sure that appropriate vocational education is in the IEP. Insist that work-skill training, on-the-job experience and other skills related to independent living are built into the school program provided for your teenager.
- ▶Remember that you may, at any time, request a review of your child's IEP.



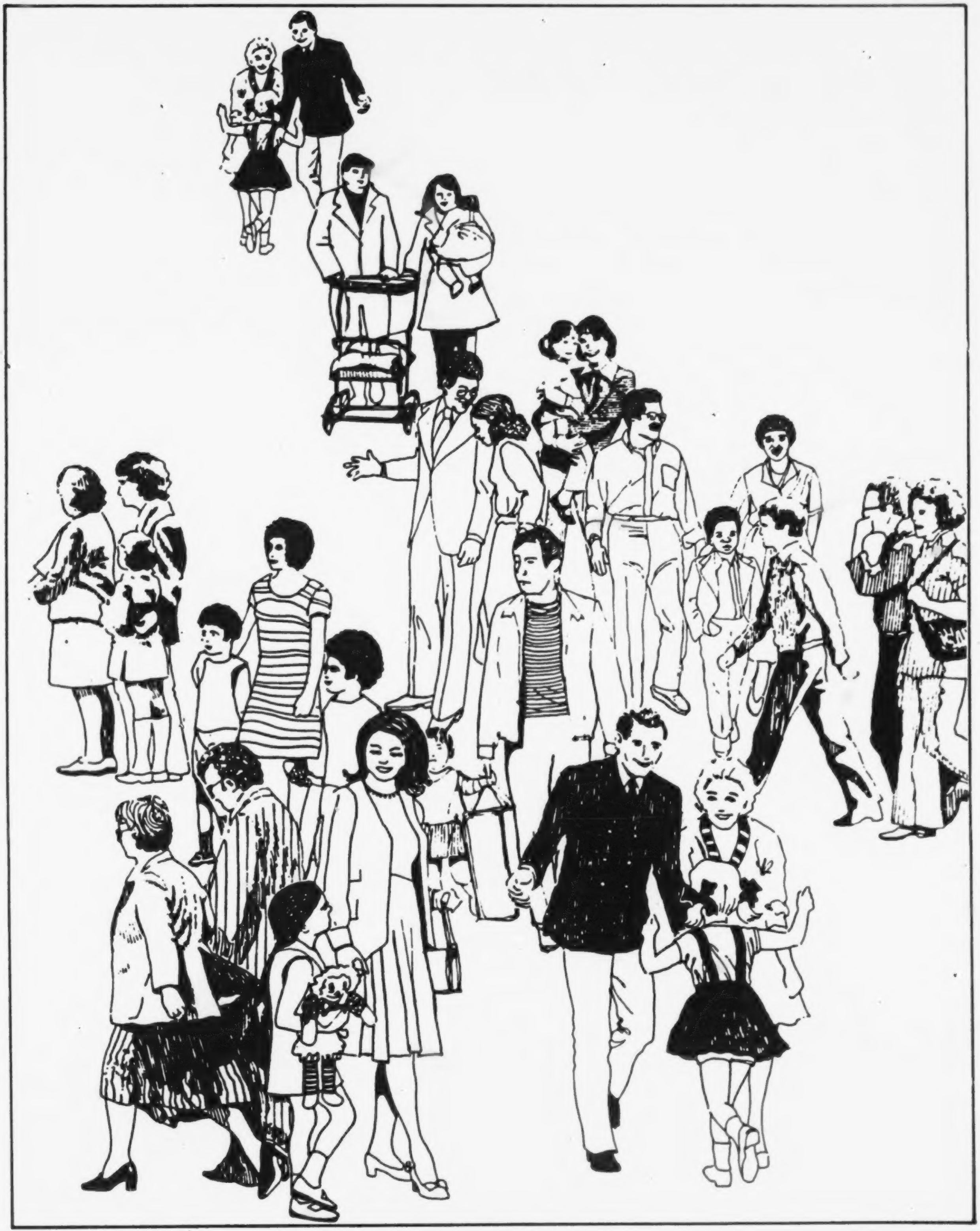
Professional Responsibilities

The teacher is responsible for the IEP which shall be written and reviewed at least annually.

The teacher must document that students have gained skills and knowledge where instruction has been provided, based on the premise that all learning handicapped students CAN learn.

High school (grades 9-12) learning handicapped students must complete course work in parallel skills curriculum in order to receive a diploma. They must also pass course proficiencies and maintain a 1.5 grade point average. Students whose coursework is in the functional and applied skills curriculum shall receive a certificate of completion. (Refer to your school district's publication about high school diploma requirements.)

Students enrolled in special education prior to their 19th birthday, who do not complete their prescribed program, may continue until they have completed their program or reach the age of 21 years 9 months.



SECTION FOUR

Parents' Rights

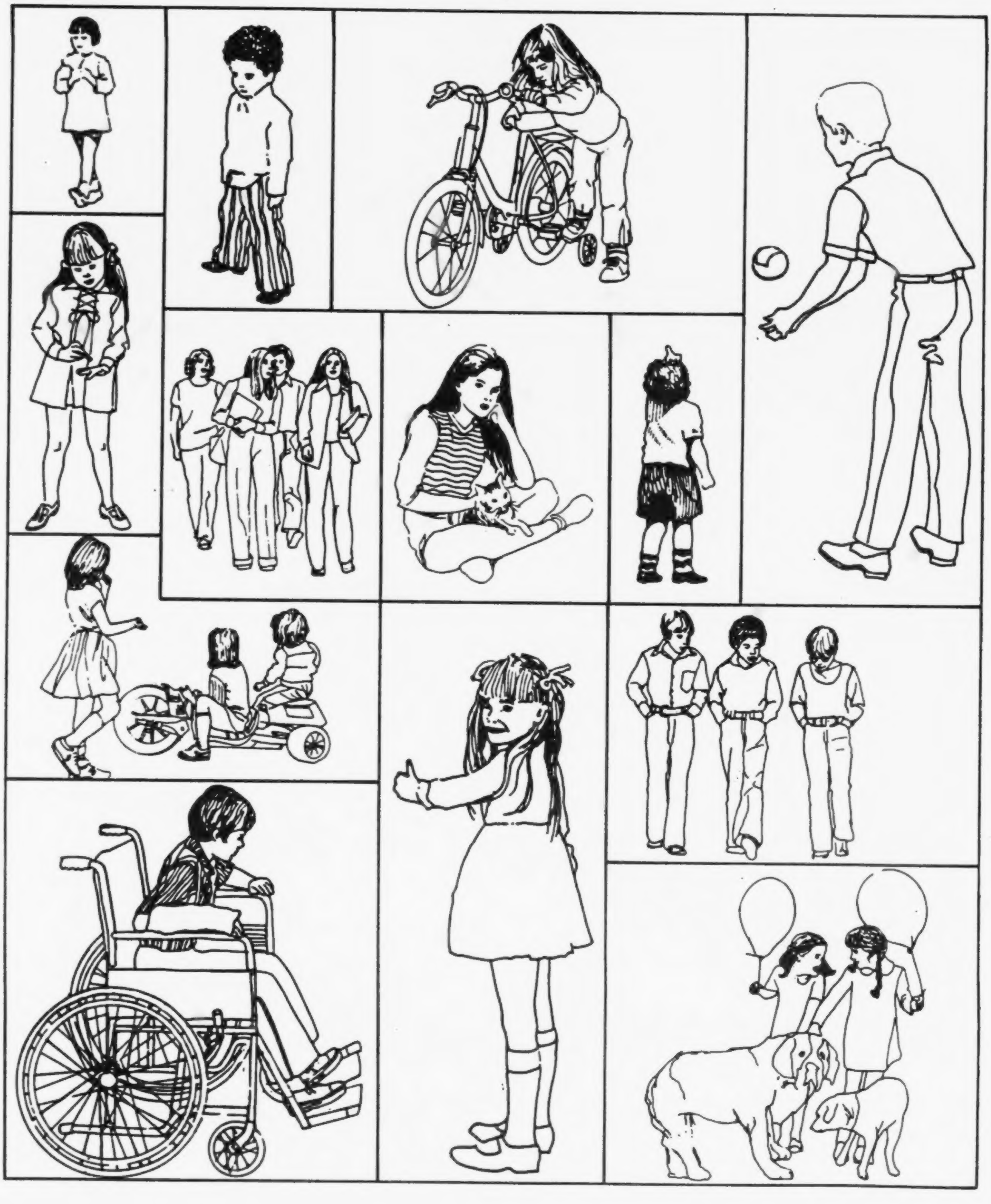
According to the Education for All Handicapped Children Act and its proposed regulations, parents of handicapped children have the right to:

1. participate in the annual planning meetings for your child's Individualized Education Program (IEP) and annual evaluation;
2. agree to a time and place for those meetings;
3. instruct the local school agency to hold those meetings in your primary language (or make special arrangements for your handicap, if any, including deafness) so that you can understand the proceedings:
4. give your consent before an evaluation is conducted;
5. give voluntary written consent to any activities proposed for your child;
6. seek an independent evaluation of your child at public expense if you find the school's evaluation inappropriate. This evaluation may be done at public or personal expense, depending on the circumstances;
7. have written notice of any proposed change or the school's refusal to change in identification, evaluation or placement of your child;
8. receive a full explanation of your rights and a description of any planned action concerning your child and their reason for the action;
9. see, review, and, if necessary, question your child's record in accordance with the Family Education Rights and Privacy Act of 1974. You may request a copy of this information;
10. request a hearing on any proposal to initiate or change the identification, evaluation or placement of your child, or the agency's refusal to do so within 45 days of your request;

Children's Rights

According to the Education for All Handicapped Children Act and its proposed regulations, handicapped children have the right to:

1. a Free and Appropriate Public Education (FAPE) if they are between the ages of 3 and 21 by September 1, 1980;
2. the same variety of programs and services that children without handicaps enjoy including nonacademic subjects and extracurricular activities;
3. placement in the least restrictive learning environment, as much as possible with nonhandicapped children;
4. the availability of a number of alternative learning settings if attending a local public school is not possible; this may include placement outside the local school district in another public school or a private school at the state's expense if local schools do not have an appropriate program;
5. appointment of a person to act as parent, to be the child's advocate and to participate in evaluation and program meetings with the school if natural parents are unavailable or if the child is a ward of the state;
6. participation in the writing of their own Individual Educational Program (IEP) where appropriate;
7. testing for purposes of evaluation and placement that is free of racial or cultural discrimination;
8. annual review of placement based on IEP and at least an annual review of that program;
9. remain in present placement during any administrative or judicial proceedings or the right to attend a public school if the complaint involves an application for admission to public school;
10. privacy and confidentiality of all personal records.



Due Process Protections

What is due process?

Due process is the constitutional right to appeal any decision regarding assessment, identification, and placement, or the provision of a free, appropriate public education. Many of the rights listed on the previous pages are protected under DUE PROCESS.

It is initiated by a written statement to the Superintendent of Public Instruction, State Department of Education with a copy to the local Director of Special Education.

Who is protected by due process?

Both a parent and a pupil are guaranteed and may initiate procedural due process protections in any decision regarding, and resulting from, the pupil's identification as an individual with exceptional needs.

A public educational agency may also initiate a hearing for any of the same reasons of assessment, identification, program, and placement.

What due process protections are included for parents and children?

1. The pupil's assessment and the implementation of the IEP;
2. The denial, placement, transfer, or termination of the pupil in a special education or related services program.

When is due process appropriate?

As a legal procedure, it is a serious and complex matter. Any decision to pursue due process should be preceeded by all other means to resolve the issues.

The Laws

The school programs for handicapped children are the result of state and federal legislation guaranteeing equal educational opportunities.

Public Law 94-142

The Education for All Handicapped Children Act of 1975 (PL 94-142) sets forth the national policy that education must be extended to handicapped children as their fundamental right. This law is based on the premise that all individuals must be educated in order to become self-sufficient and to survive in society. The goals of PL 94-142 are to:

1. Provide a free and appropriate public education to all handicapped children.
2. Provide individuals with exceptional needs with an education in the least restrictive environment based on individual needs.

The provision of services by PL 94-142 includes these conditions:

1. Each individual with exceptional needs is guaranteed a culturally unbiased, valid assessment.
2. Each individual with exceptional needs is to have an Individualized Education Program (IEP).
3. Due process procedures have been established to ensure parent and child rights. (See Section IV)

There is on-going State legislation that continues the California Master Plan for Special Education as the delivery system for Special Education in California. It amends the California Education Code to comply with Public Law 94-142.

The Rehabilitation Act of 1973 (Public Law 93-112, as amended)

The purpose of this law for handicapped persons is to develop and implement comprehensive programs of vocational rehabilitation and independent living through research, training and services.

Any individual is eligible for services who:

1. has a physical or mental disability which constitutes or results in a substantial handicap to employment; and
2. can reasonably be expected to benefit in terms of employability from vocational rehabilitation services.

Vocational rehabilitation services are many and varied. They include:

1. Evaluation and diagnosis;
2. Counseling, guidance, referral, placement, and post-employment services;
3. Vocational training;
4. Services to families;
5. Physical and mental restoration services;
6. Interpreter and reader services and telecommunications aids;
7. Job search training;
8. Mobility services for the blind;
9. Occupational licenses, tools, equipment, and initial stocks and supplies;
10. Transportation.

SECTION FIVE

Support Groups and Resources for Parents

Community Advisory Councils (CAC), are composed of parents of special education children, other parents, teachers, other school persons concerned about educating the handicapped. (This is an opportunity to advocate at the local level where policies are established which dictate the educational services for special education students in the community.)

The Council for Exceptional Children (CEC):

Department 5000
1920 Association Drive
Reston, Virginia 22091

Area Board, provides information and advocacy service to the developmentally disabled population. There are thirteen Area Boards in California:

6160 Mission Gorge Road
San Diego, CA 92120
563-1523

Associations for Children with Learning Disabilities, (ACLD), are non-profit volunteer organizations of parents, teachers, and professional persons, who are dedicated to helping children of average or above average intelligence with certain learning, perceptual, and/or behavioral disabilities (most states have local affiliates).

Department of Rehabilitation, provides training and counseling services to eligible persons with a substantial disability. Eligibility includes a reasonable expectation that vocational rehabilitation services will result in gainful employment.

Regional Center for the Developmentally Disabled, provides referral and advocacy services for the following groups: mental retardation, cerebral palsy, epilepsy, autism or neurologically handicapped. It is a link to state-operated services, state hospital, regional diagnostic, counseling, and service centers.

Association for Retarded Citizens (ARC), provides the developmentally disabled and their families with a variety of services: outreach, sitter services, information and referral, counseling and advocacy.

SSI

Some young people with handicapping conditions receive monthly payments from the Federal Supplemental Security Income Program. Many parents are concerned about the loss of these benefits when their child becomes employed. The law allows disabled recipients to test their ability to work for nine months while continuing to receive payments, provided their countable income does not exceed prescribed limits and/or they do not recover from their disability. After this trial work period, a determination is made as to whether the work performed was substantial gainful activity. If it was, payments are stopped after a three-month adjustment period. But, if a person whose impairments are still disabling becomes unable to work, monthly payments can be started again.

For some special cases, SSI payments can continue for a disabled person. Medicaid eligibility can continue for a disabled recipient whose earnings cause cash payments to stop, if the person cannot work without this assistance and does not earn enough to pay for similar help. This provision expires June 30, 1987. A recipient must report any change in his or her income, resources, household or living arrangements, or marital status. Recipients also must notify Social Security if they enter or leave an institution, or change their address. Students between 18 and 22 must report if they start or stop attending school. Recipients must let Social Security know if they take a job, become self-employed, or their condition improves.

If you want more information about the SSI program, contact any Social Security office. The phone number is listed under "Social Security Administration" or "U.S. Government". Ask for the booklet "A Guide To Supplemental Security Income" March 1985 Edition* U.S. Government Printing Office: 1985 461-385/10041.

Note: Two final points to remember about SSI:

1. The trial work period is an excellent opportunity for your child to engage in vocational exploration without losing assistance.
2. Gainful employment will probably result in a loss of SSI funds. However the sense of independence and self-esteem resulting from employment outweighs the surrender of these benefits.

GLOSSARY

Included here are terms that have appeared in this booklet or might be mentioned during an IEP meeting.

ACHIEVEMENT TEST: Measures what child has already learned.

APTITUDE TEST: Measures someone's capacity for learning.

ADVOCACY: Involves speaking for or acting on behalf of another individual.

CAREER COUNSELORS-HIGH SCHOOL: Counselors who provide information about jobs, related instruction and help students determine interest and abilities. (Some districts have Vocational Rehabilitation Counselors who work specifically with special education students.)

CERTIFICATE OF COMPLETION: Certificate for functional and applied curriculum students who complete coursework and achieve program goals.

COOPERATIVE LEARNING: Instructional method that includes students working in groups resulting in a common project.

CRITERION REFERENCED TESTS: Measure the degree to which someone has mastered a particular skill.

D I S SERVICES: Designated Instructional Services refers to specialized support services requested in the IEP as determined by the needs of the child such as Physical Therapy or Mobility Training.

DUE PROCESS: Constitutional right to appeal any decision regarding assessment, identification, and placement, or the provision of a free, appropriate public education. (See Section III)

ELECTIVES: Opportunities to include non-required courses in a student's schedule, usually vocational classes, music, art, etc.

FINE MOTOR COORDINATION: Development and control of small muscles (holding a pencil, tying a shoelace).

HABILITATION: State agency, linked to the Dept. of Rehabilitation, that services lower functioning learning handicapped (incl. retarded) individuals.

GLOSSARY

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A written statement, developed by the IEP Team, translating child assessment information into a practical plan for instruction and delivery of services.

I.Q. TEST: A standardized series of questions and/or tasks designed to measure abilities - how a student thinks, reasons, solves problems, learns and remembers.

LEARNING DISABLED/LEARNING HANDICAPPED: Learning Handicapped includes the categories of specific learning disabilities, behavior disorders, and limited intellectual functioning.

LEAST RESTRICTIVE ENVIRONMENT: A learning environment that most closely approximates the learning environment of nonhandicapped students.

MAINSTREAMING: Placement of student in as many "normal" (typical) school activities/experiences as possible.

ON-THE-JOB TRAINING: Learning work skills in a real community work setting.

PERCEPTUAL MOTOR TEST: A test to determine a child's skills level in receiving and interpreting sensory information.

P.L. 94-142: Public Law 94-142 Equality in Education for all Handicapped Children, Federal Law enacted in 1975.

PROFICIENCIES: Demonstrated abilities in specific academic areas, parallels course guidelines.

SSI: Supplemental Security Income (See Section V).

SUPPORTED WORK: Whatever assistance family and employer need to keep individual in productive work environment.

TRANSITION: Process of moving from school to work and community.

VOCATIONAL EDUCATION: Courses that teach specific work skills and usually include related instruction.

VOCATIONAL EVALUATION: A series of tasks and tests designed to indicate a person's interest and potential to succeed in particular jobs.

APPENDICES

- ▶ The Job of Looking for a Job
- ▶ Parent's Check List
- ▶ Background Information for Job Seeking
- ▶ Educational/Career Plan

TRANSITION CHECK LIST FOR PARENTS OR GUARDIANS

			Always	Sometimes	Seldom
1.	Checks work after completion.	1.			
2.	Corrects mistakes.	2.			
3.	Works alone without supervision.	3.			
4.	Participates in work environment for specified periods of time.	4.			
5.	Can work in group situations without being distracted.	5.			
6.	Works faster when asked to do so.	6.			
7.	Completes work by specified time.	7.			
8.	Recognizes appropriate time for lunch or break.	8.			
9.	Recognizes appropriate time to change task.	9.			
10.	Returns promptly from restroom, break or lunch.	10.			
11.	Observes rules.	11.			
12.	Uses public transportation.	12.			
13.	Dresses appropriately for school/work.	13.			
14.	Cleans self before school/work.	14.			
15.	Cleans self after eating.	15.			
16.	Shaves regularly.	16.			
17.	Keeps hair combed.	17.			
18.	Keeps nails clean.	18.			
19.	Keeps teeth clean.	19.			
20.	Bathes regularly.	20.			
21.	Washes before eating.	21.			
22.	Displays appropriate table manners.	22.			
23.	Does not engage in aggressive or destructive behavior.	23.			
24.	Does not engage in attention-getting behavior.	24.			
25.	Engages in relevant, appropriate conversation.	25.			
26.	Responds calmly to others.	26.			
27.	Talks about personal problems at appropriate times.	27.			
28.	Exhibits appropriate emotional behavior at school/work.	28.			
29.	Refrains from tampering with or stealing other's property.	29.			
30.	Responds appropriately to changes.	30.			
31.	Interacts appropriately with peers/co-workers.	31.			
32.	Responds to greetings and social contacts.	32.			
33.	Ignores inappropriate behaviors of others.	33.			
34.	Refrains from inappropriate sexual comments or activities.	34.			
35.	Laughs, jokes, teases appropriately.	35.			
36.	Responds appropriately to strangers.	36.			
37.	Responds appropriately to correctional feedback.	37.			
38.	Follows instructions.	38.			

BACKGROUND INFORMATION FOR JOB SEEKING

1. Name________________________Sex____Age____Marital Status____
2. Address____________________________City____________State______
   Telephone number where you can be reached__________________
3. Are you enrolled in school?_____Hours & days________________
   Are you a high school graduate?___ a college graduate?____
   Major____________________
4. What were your best subjects?________________________________
5. Do you have any hobbies?_____________________________________
6. What do you like to do in your free time?__________________
7. Are you currently employed?_____Hours & days per week_____
8. Type of job____
9. What is the ideal job that you want?_________________________
10. What is the minimum salary that you would consider?_______
11. How much financial support are you receiving from the following sources:
    Parttime work_______________ Fulltime work_______________
    Public assistance___________ Food Stamps_________________
    Social security_____________ Family______________________
    Unemployment compensation___________________________________
    Other sources____
12. Name any family members who live in this area______________
13. Give a permanent address and telephone number of a friend or relative where you can always be reached
    ____
14. Do you have a car to use in job seeking?__________________

EMPLOYMENT HISTORY

List below the jobs you have had, starting with the most recent

Type of Job	Things you were responsible for
1.	
2.	
3.	
4.	

MY SIX YEAR EDUCATIONAL/CAREER PLAN

★ STAR CLASSES RELATED TO CAREER PREPARATION

7th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
TOTAL					

8th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
TOTAL					

9th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
TOTAL					

10th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
TOTAL					

11th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
U.S. HISTORY			U.S. HISTORY		
TOTAL					

12th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
TOTAL					

☐ TOTAL CREDITS COMPLETED

☐ TOTAL CREDITS TO BE EARNED FOR GRADUATION

THE JOB OF LOOKING FOR A JOB

WORK FOR YOURSELF EACH DAY!

NEWSPAPER

Buy a morning paper - Sunday paper is best. Study the want ads in the classified section. Make a list of those employers you want to:

(1) telephone
(2) visit in person

MATERIALS: You will need a pencil or pen, paper, a calendar for making appointments, a telephone book and a newspaper.

TELEPHONE

Keep a record of calls to employers - when you called, the number and person you talked to, how many times you have called, and the dates and times of any appointments you make.

VISIT

Check with Federal, State, County, City personnel offices for jobs. Also, fire, water, school, and ambulance districts. These locations are good sources of work with government agencies!

Check with the State Employment service for leads from their job bank.

Continue to RE-CHECK in person for new jobs which open up.

Visit a new employer every day, asking about jobs --places that you located in your search through the yellow pages of the phone book.

ORGANIZE:

People who organize their search and hang in there, end up getting the job!

Plan each day by making a list of things to do, places to go, and people to phone and see.

Keep records of your daily job hunting activities.

RELAX:

Take a break at the end of the day - Do your own thing. . . .

MODULE 11: PRIVATE INDUSTRY COLLOBORATION

MODULE 11

PERSONNEL TRAINING: COLLABORATING WITH PRIVATE INDUSTRY FOR INTEGRATED TRAINING AND PLACEMENT PURPOSES OF HANDICAPPED YOUTH

Holly Shepard, Transition Coordinator
Project Work/San Diego Unified Schools

Dr. Ian Pumpian, Associate Professor
Director - Project Work
San Diego State University

Elizabeth West, Program Manager
Occupational Skills Training
San Diego Community College

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The participant will demonstrate the ability to compare and contrast characteristics of employment sites, volunteer sites, and job training sites.

RATIONALE

Currently, there are a number of school districts and adult agencies which utilize community businesses for training and placement purposes. It is necessary to understand the different ways in which these businesses can be utilized effectively.

OBJECTIVES

The participant will demonstrate the ability to:

1. delineate typical characteristics of an employment site
2. delineate typical characteristics of a volunteer site
3. delineate typical characteristics of a job training site
4. delineate commonalities existing among employment, volunteer, and training sites

PREREQUISITES

Participants will be required to demonstrate ability to:

1. define the term "meaningful work"
2. define the term "partial participation"
3. define the concept of "supported employment"
4. articulate a philosophy regarding vocational training and placement in integrated job environments

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Delineate typical characteristics of an employment site	Completion - written summary including: a. overview-class handouts b. payment-min. wage, sub. min. wage, pay waivers c. SSI-1619b regs., medical benefits	Written critique/grade
	Direct Observation	Informal monitoring
	Completion-written supported work plan for specific individuals.	Written critique/grade
2. Delineate typical characteristics of a volunteer site	Completion - oral group report including: a. volunteer registration forms b. slides of volunteer site c. payment issues	Group/Ins. Critique
	Direct Observation	Informal monitoring
	Completion - evaluation form of volunteer site observed	Written critique/grade
3. Delineate typical characteristics of a job training site	Direct observation	Informal monitoring
	Completion - individual supported work plan	Written critique/grade
	Completion - oral report including: a. Dept. of Labor criteria for non-paid trainees	Group/Ins. Critique
4. Delineate commonalities existing among employment, volunteer, and training sites	Completion - oral group report summarizing objectives 1-3 emphasizing the commonalities and differences between job sites	Group/Ins. Critique
	Completion - written summary	Written critique/grade

CONTENT OUTLINE

The following outline contains the sequences of information as it will be presented to the participant.

1. Objective 1: Delineate typical characteristics of a supported employment site
   - A. Individual is compensated for his/her work
   - B. Employers are typically the immediate supervisors
   - C. An individualized supported work plan is written and implemented as necessary
   - D. Other

2. Objective 2: Delineate typical characteristics of a volunteer site
   - A. Individual is not remunerated for his/her work, although they may receive other forms of compensation.
   - B. A reasonable option the individual may choose when integrated paid employment is not available. It is an option to segregation in a sheltered workshop or activity center.
   - C. Individualized supportive work plan is written and implemented as necessary
   - D. Opportunities for paid employment are continually pursued
   - E. Registers as volunteer of own free will
   - F. Individual consumer checklist for appropriate volunteer work placement is completed
   - G. Volunteer placement "has to be in a business that has volunteers" (such businesses are typically registered with the United Way)
   - H. Other

3. Objective 3: Delineate typical characteristics of a job training site
   - A. Business setting is utilized as a classroom
   - B. Individual is not typically remunerated for work, stipend monies might be used
   - C. Can usually accommodate the involvement of a small group of students
   - D. Immediate supervision and training often provided directly by school staff in a coordinated fashion with the business
   - E. Vocational training programs are implemented as a component of the I.E.P. or I.P.P.
   - F. An individualized training plan written including: goals, short-term objectives, and data collection
   - G. Unless deemed inappropriate, the length of training should be specified in the objectives on the I.E.P. and could last the entire school semester
   - H. The students do not displace regular employees, but work under their close observation
   - I. The training is arranged primarily for the benefit of student
   - J. There is no explicit or implicit expectation that the student will be employed when training is completed
   - K. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be giving in a vocational school
   - L. The student, employer, and family all understand no compensation is due
   - M. Other

4. Objective 4: Delineate commonalities existing among employment, volunteer, and job training site
    A. All workers/trainees will engage in meaningful work activities
    B. All sites should promote interactions between workers/trainees and nonhandicapped co-workers
    C. All sites should utilize integrated work environments
    D. All sites should provide necessary levels of training and support such that worker/trainee continues to perform meaningful work and work related skills
    E. All sites should secure family involvement in planning and implementing supported work program
    F. All sites should make information/training/support available to employers/co-workers/families as necessary to promote acceptance of trainee/worker
    G. All sites should continually monitor progress and then training, support, and transition plans should be modified accordingly
    H. Training and placement decisions are based upon individual interest, abilities, and learning needs of the trainee/worker
    I. Other

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Delineate typical characteristics of an employment site	Participate in an employer contact for the purpose of placing a student Instructor lecture - overview of work training and placement stations Trainee visit local employment sites Practium in a supported employment site Interview teachers currently implementing employment sites Attend local conference Attend employer breakfast Listing of businesses that have offered employment in the area Review sub. min. wage provisions, FLSA Other
Delineate typical characteristics of a volunteer site	Instructor lecture - overview of work training and placement stations Visit local volunteer site Practium in a volunteer site Lecture-video of local volunteer site Listing of community businesses which are currently used as volunteer sites in the area Obtain volunteer information packet Other
Delineate typical characteristics of a job training site	Instructor lecture - overview of job training sites Visit local training sites Listing of community businesses which currently have job-training programs implemented in the area Slide presentation from local districts describing their use of training sites Develop an adaptation for an individual at a training site Practicum in training site Review nonpaid training criteria: FLSA Other

Objective	Facilitating Activities/Alternatives
Delineate commonalities existing among employment, volunteer, and training sites	Instructor lecture - overview Trainee criteria, constructive criticism of current job sites observed Trainee interviews family members of individuals involved in supported work Report - compare and contrast the different type of job sites Listing of current training/work sites geographically located, and who to ask for referral Other

RESOURCES/REFERENCES

Resources

Dr. Ian Pumpian
Project Work
Director
San Diego State University

Holly Shepard
Project Work
Transition Coordinator
San Diego Unified Schools
Teacher

Elizabeth West
Program Manager, Occupational Skills
Training
San Diego Community College
District Foundation, Inc.

References

Brown, L., Shiraga, B., Ford, A., Nisbet, S., Van Deventer, P., Sweet, M., York, J., & Loomis, R. Teaching severely handicapped students to perform meaningful work in nonsheltered vocational environments. In L. Brown, A. Ford, J. Nisbet, M. Sweet, B. Shiraga, J. York, R. Loomis, & P. Van Deventer (Eds.), Educational Programs for Severely Handicapped Students (pp. 1-100). Madison: University of Wisconsin and Madison Metropolitan School District, 1983.

Pumpian, I., Baumgart, D., Shiraga, B., Loomis, R., & Brown, L. "Vocational Training Programs for Severely Handicapped Students in the Madison Metropolitan School District". Educational Programs for Severely Handicapped Students, Vol. 10. Madison, WI: Madison Metropolitan School District, 1980.

Pumpian, I., Shepard, H., & West, E. "Strategies for Negotiating Job Training Stations with Employers". Unpublished manuscript, San Diego State University, 1986.

Wehman, P., & Kregel, J. "Supported Work Model: Toward Job Placement and Retention of Severely Handicapped Individuals". Unpublished manuscript, Virginia Commonwealth University, 1983.

Wershing, A., Gaylord-Ross, C., & Gaylord-Ross, R. "Implementing a Community Based Vocational Training Model: A Process for System Change". Unpublished manuscript, San Francisco State University, 1985.

Wilcox, B., & Bellamy, G.T. Design of High School Programs for Severely Handicapped Students. Paul Brookes Publishing Co., Baltimore, 1982.

MODULE 12: JOB TRAINING STATION TASK FORCES

MODULE 12

PERSONNEL TRAINING: ESTABLISHING A JOB TRAINING STATION TASK FORCE

Holly Shepard, Transition Coordinator
Project Work/San Diego Unified Schools

Dr. Ian Pumpian, Associate Professor
Director - Project Work
San Diego State University

Elizabeth West, Program Manager
Occupational Skills Training
San Diego Community College

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The participant will demonstrate the ability to function in a working group in order to organize resources (including personpower) in an effective manner.

RATIONALE

It takes time, effort, and work to develop a number of vocational training sites. A great deal of preparation needs to occur prior to taking the first group of students to the training site. Student needs, inventories, contact teams, and prioritizing sites are just part of the preparation that needs to be completed prior to beginning job training. A working group can allow for these tasks to be distributed; reduction of duplicated tasks; and better communication and consistancy can be established throughout the program.

OBJECTIVES

The participant will demonstrate the ability to:

1. delineate the functions of a job training station task force
2. propose a timeline/outline for the job station task force to complete its tasks

PREREQUISITES

The participant will be required to demonstrate the ability to:

1. articulate the difference between an employment site, volunteer site, and training site
2. articulate philosophy regarding vocational training and placement in integrated job environments

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Delineate the functions of a job training staion task force	Develop written plan to organize personpower	Written crit/grade
	Direct observation of local task force	Informal monitoring
	Completion - oral group report including: a. personpower organization b. functions of task force c. other	Group/Ins. critique
2. Propose a timeline/ outline for the job station task force to complete its tasks	Review voc. task force agendas	Ins./grade
	Completion of written agenda and meeting notes for one or more task force meetings	Written crit/grade
	Completion - design sample timeline for a vocational task force to (for example) develop two work training sites	Written crit/grade

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant.

1. Objective 1: Delineate the functions of a job training station task force
   - A. Personpower Organization
     1. identify potential/interested participants
        - a. administrators
        - b. teachers
        - c. parents/guardians
        - d. resource specialist
        - e. university personnel
        - f. employers
        - g. other
   - B. Identify the functions of the task force
     1. determine number of students to be served
     2. conduct ecological inventory of community
     3. conduct job site inventories
     4. determine number of sites to be developed
     5. select contact team for each site
     6. determine regularly scheduled meetings
        - a. weekly
     7. other

2. Objective 2: Propose a timeline/outline for the job station task force to complete its tasks
   - A. Agenda organization
     1. see example
   - B. Task assignments
     1. see example

VOCATIONAL TASK FORCE
AGENDA 1

1. Introductions
   - A. Teachers
   - B. Administrators
   - C. Support Staff
   - D. Parents/Guardians
   - E. Employers
   - F. Other

2. Organization of Group Needs
   - A. Number of students to serve
   - B. Age Priorities
   - C. Number of sites to be developed
   - D. Liability Issues, supporting documentation, district policies, and policy needs
   - E. Other

3. Site Development
   - A. Conduct an ecological inventory of community
   - B. Identify personal business contacts
   - C. Determine number of sites to be developed
   - D. Identify/clarify liability issues
   - E. Other

4. Task Assignments
   - A. See Attached Page

5. Schedule Next Meeting

TASK ASSIGNMENTS

Topic: Ecological Inventory
Task Assign: Inventory businesses within a five block radius of the school
Person Respon: Teacher A
Date Completed by: Next meeting

Topic: Ecological Inventory
Task Assign: Inventory bus route #6 for business listing
Person Respon: Teacher B
Date Completed by: Next meeting

Topic: Personal Business Contacts
Task Assign: All participants talk to family and friends re: possible business ideas and/or contacts
Person Respon: All
Date Completed by: Next meeting

Topic: Current Available Sites
Task Assign: Listing of current vocational training sites in the district
Person Respon: Resource Specialist
Date Completed by: Next meeting

Topic: Liability issues
Task Assign: Check liability for staff/students while training at vocational sites
Person Respon: Administrator
Resource Specialist
Date Completed by: Next meeting

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Delineate the functions of a job training station task force	Instructor lecture - overview of personpower organization interested in job training Participant "observe" local job training task force Guest lecture - local task force representative discussing functions of the group Practicum assisting to set-up/participate on a existing job training task force
Propose a time-line/outline for the job station task force to complete its task	Instructor lecture - overview Develop an agenda for organizing the personpower Review samples of local job training task forces outlines to develop sites Participant develop timeline/outline of personpower to develop 3 new job training sites

RESOURCES/REFERENCES

Resources

Dr. Ian Pumpian Project Work Director San Diego State University	(619) 286-7698 (619) 229-2462
Holly Shepard Project Work Transition Coordinator San Diego Unified Schools Teacher	(619) 286-7698 (619) 229-2462
Elizabeth West Program Manager, Occupational Skills Training San Diego Community College District Foundation, Inc.	(619) 230-2385
Linda MacFarlane San Diego City Schools	(619) 274-9822, ext. 291

References

Pumpian, I., Shepard, H., & West, E. "Strategies for Negotiating Job Training Stations with Employers". Unpublished manuscript, San Diego State University, 1986.

Wershing, A., Gaylord-Ross, C., & Gaylord-Ross, R. "Implementing a Community-Based Vocational Training Model: A Process for System Change". Unpublished manuscript, San Francisco State University, 1985.

MODULE 13: COMMUNITY LIVING SKILLS

MODULE 13

PERSONNEL TRAINING: COMMUNITY LIVING SKILLS RELEVANT TO VOCATIONAL PREPARATION

Renee Cameto, Research Assistant
Vocational Special Education
San Francisco State University

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of principles and techniques of instruction of community living skills relevant to vocational preparation and the organizations and resources which provide such training.

RATIONALE

The development of community living skills is essential in order to gain and maintain employment. Job failure of disabled employees can be traced to the inability to perform social and community skills.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. discuss the importance of community living skills relevant to gaining and maintaining employment and describe various approaches to community living skills training
2. perform an environmental assessment of the community living skills necessary for a particular job and determine skill deficiencies/priorities for a handicapped student
3. task analyze and maintain data on the training of a community living skill with a handicapped student
4. identify typical community living skills required in a vocational setting
5. identify sample resources and agencies which provide training in community living skills

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. define the concept of normalization and describe how it affects their personal philosophy in providing vocational education to handicapped students
2. define the concept of least restrictive alternative and describe how it affects their personal philosophy in providing vocational education to handicapped students

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Importance and approaches to community living skills training	Essay examination	Grade
2. Environmental assessment and determination of skill deficiencies	Attend presentation by vocational special education trainer	Observed participation in question/answer session
	Individual presentation of environmental assessment of handicapped student	Written critique
3. Task analysis, training and data collection	Individual presentation of task analysis, data collection, and training of handicapped student	Written critique
4. Identify community living skills for vocational setting	Written report including: a. environmental assessment b. identified skill deficiencies/priorities c. task analysis d. description of training e. data collection f. discussion of other non job-specific community living skills	Written critique and grade
5. Identify resources/agencies for community living training	Attend panel presentation	Observed participation in question/answer session
	Individual presentation of parent interview questionnaire	Written critique

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Discuss the importance of community living skills relevant to gaining and maintaining employment and describe various approaches to community living skills training.
   - A. Assigned reading (see reference list)
   - B. Instructor lecture on the importance of social and community living skills
   - C. Handouts of pre- and post-test survey of co-workers reactions to handicapped workers at community classroom site following training
   - D. Instructor lecture on approaches to community living training (simulated, within the community, elementary school, high school, post-secondary, residential)
   - E. Graded examinations

2. Objective 2: Perform an environmental assessment of the community living skills necessary for a particular job and determine skill deficiencies/priorities for a handicapped student.
   - A. Assigned reading (see reference list)
   - B. Instructor overview of environmental assessment
   - C. Guest speaker (Vocational Special Education Trainer) on performing environmental assessments
   - D. Question/answer session
   - E. Trainee presentations of environmental assessments
   - F. Class critique of individual presentations and discussion

3. Objective 3: Task analysis and maintain data on the training of a community living skill with a handicapped student.
   - A. Assigned reading (see reference list)
   - B. Instructor overview of task analysis techniques
   - C. Instructor overview of importance of instruction in the natural setting
   - D. Trainee presentations of task analysis, data collection, and description of training of a community living skill at the job site
   - E. Class critique of individual presentations and discussion

4. Objective 4: Identify typical community living skills required in a vocational setting
   - A. Assigned reading (see reference list)
   - B. Handouts: Independent Living Skills Assessments and curriculum materials
   - C. Instructor overview of difference between general community living skills and those specific to vocational settings
   - D. Written report on field work with a special education student to include:
     1. environmental assessment
     2. identified skill deficiencies/priorities
     3. task analysis
     4. description of training
     5. data collection
     6. discussion of other non job-specific community living skills appropriate for student

5. Objective 5: Identify sample resources and agencies which provide training in community living skills.
   - A. Assigned reading (see reference list)
   - B. Instructor overview of training resources
   - C. Panel presentation with slide show by representatives from training resources (public school teacher, community living skills teacher, Dept. of Rehabilitation counselor)
   - D. Question/answer session
   - E. Instructor overview of role of family as a resource in effectiveness of community living training
   - F. Handout: parent interview questionnaire
   - G. Trainee presentation of parent interview
   - H. Class critique of individual presentations and discussion

RESOURCES/REFERENCES

Resources

Becoming Independent (Independent Living Skills Curriculum)
Becoming Independent
Napa, CA

Independent Living Assessment, Training and Evaluation Tool
Advocates for a Quiet Minority
Pasadena, CA

Independent Living Skills Curriculum
Rehabilitation Research and Training Center in Mental Retardation
University of Oregon
Eugene, OR

Skills for Independent Living Resources Kit
CTB/McGraw-Hill
Monterey, CA

REFERENCES

Brolin, D.E. Vocational Preparation of Persons with Handicaps. Columbus, Ohio: Charles E. Merrill Publishing Co., 1982.

Brown, L., Shiraga, B., York, J., Zanella, K., & Rogan, P. Ecological Inventory Strategies for Students with Severe Handicaps. University of Wisconsin-Madison and Madison Metropolitan School District, 1984.

Brown, L., Shiraga, B., York, J., Zanella, K., & Rogan, P. A Life-Space Analysis Strategy for Students with Severe Handicaps. University of Wisconsin-Madison and Madison Metropolitan School District, 1984.

Brown, L., Shiraga, B., York, J., Zanella, K., & Rogan, P. The Discrepancy Analysis Technique in Programs for Students with Severe Handicaps. University of Wisconsin-Madison and Madison Metropolitan School District, 1984.

Clark, G.M. Career Education for the Handicapped Child in the Elementary Classroom. Denver: Love Publishing Co., 1979.

Close, D.W. Community Living and Work. In R. Gaylord-Ross (Ed.), Vocational Education for Persons with Special Needs. Palo Alto, CA: Mayfield Publishing, in press.

Close, D.W., Sowers, J., Halpern, A.S., & Bourbeau, P.E. Programming for the transition to independent living for mildly retarded persons. In K.C. Lakin & R.H. Bruininks (Eds.) Strategies for Achieving Community Integration of Developmentally Disabled Citizens. Baltimore: Paul H. Brookes, 1985.

Gaylord-Ross, R.J., & Holvoet, J.F. Strategies for Educating Students with Severe Handicaps. Boston: Little, Brown, and Co., 1985.

Halpern, A.S., Close, D.W., & Nelson, D.J. On My Own: The Impact of Semi-Independent Living Programs for Adults with Mental Retardation. Baltimore: Paul H. Brookes, 1985.

Hanley-Maxwell, C., Rusch, F.R., Chadsey-Rusch, J., & Renzaglia, A. Reported factors contributing to job terminations of individuals with severe disabilities. The Journal of the Association for Persons with Severe Handicaps, 11 (1), 45-52, Spring 1986.

Kregel, J., Wehman, P., Seyfarth, J., & Marshall, K. Community integration of young adults with mental retardation: Transition from school to adulthood. Education and Training of the Mentally Retarded, 21 (1), 35-42, March 1986.

Rusch, F.R. Toward the validation of social/vocational survival skills. Mental Retardation, 17, 143-145, 1979.

Schlein, S.J., & Larson, A. Adult leisure education for the independent use of a community recreation center. Journal of the Association for Persons with Severe Handicaps, 11 (1), 39-44, Spring 1986.

Stodden, R.A., & Browder, P.M. Community based competitive employment preparation of developmentally disabled persons: A program description and evaluation. Education and Training of the Mentally Retarded, 21 (1), 43-53, March 1986.

Vogelsberg, R.T., Williams, W., & Bellamy, G.T. Preparation for independent living. In B. Wilcox & G.T. Bellamy (Eds.), Design of High School Programs for Severely Handicapped Students, Baltimore: Paul H. Brookes, 1982.

Wehman, P. Competitive Employment: New Horizons for Severely Disabled Individuals. Baltimore: Paul H. Brookes, 1981.

Welch, J., Nietupski, J., & Hamre-Nietupski, S. Teaching public transportation problem solving skills to young adults with moderate handicaps. Education and Training of the Mentally Retarded, 20 (4), 287-295, December 1985.

MODULE 14: ADAPTIVE DEVICES

MODULE 14

PERSONNEL TRAINING: ADAPTIVE (NONCOMPUTER) DEVICES IN VOCATIONAL SPECIAL EDUCATION

Alice Wershing, Research Associate
Vocational Special Education

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The teacher trainee will demonstrate the ability to identify and utilize appropriate assistive/adaptive devices (non-computer based) with special leaners appropriate to vocational training settings and supported employment environments.

RATIONALE

Community-based vocational training and supported work programs are beginning to emerge for secondary-age students and adults with special needs. These models are proving successful for procuring and maintaining employment options for individuals whose sensory and physical disabilities do not require substantial modifications for independent performance and task completion. As these models expand to serve individuals with severe sensory and/or physical impairments, potential service providers must become knowledgable of the resources and technology available to assist in modifying job tasks.

OBJECTIVES

The participant will demonstrate the ability to:

1. The teacher trainee will demonstrate a working knowledge of theoretical concepts related to community vocational training, supported employment, and transition from school to work environments
2. The teacher trainee will develop and conduct a comprehensive assessment of the physical abilities of an individual student to include: positioning needs, independent living skills, mobility and task specific skills
3. The teacher trainee will demonstrate general knowledge of available equipment/adaptive devices/technology for all disability areas related to vocational training and employment environments
4. The teacher trainee will conduct an inventory of community job sites to identify training objectives and adaptation needs for a student with multiple handicaps
5. The teacher trainee will apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment
6. The teacher trainee will demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup and supervision

7. The teacher trainee will demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments

PREREQUISITES

Participants will be required to demonstrate the following competencies:

1. Complete competencies outlined for SPED 616, 707, 661, 821 classes
2. Evaluate the physical capabilities of a student with physical/sensory impairments
3. Evaluate commercially available devices to determine appropriateness for vocational training settings
4. Identify appropriate vocational training goals for students with physical and/or sensory disabilities
5. Define concept of community vocational training, transition, and supported employment pertaining to students with physical and/or sensory impairments
6. Identify appropriate systematic instructional procedures for acquisition, training, and production rates for use with students in vocational settings

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Demonstrate a working knowledge of theoretical concepts related to community vocational training, supported employment, and transition from school to work environments	Class discussion; complete readings (if needed); demonstrate competency to instructor (checklist, written/oral test)	Ins. critique Written critique and grade/Ins. 90% or above
2. Develop and conduct a comprehensive assessment of the physical abilities of an individual student to include: positioning needs, independent living skills, mobility and task specific skills	Instructor evaluation using checklist	
	Videotape of assessment; instructor observation; evaluation of generated report	Written critique and grade/Ins. 90% or above
3. Demonstrate general knowledge of available equipment/adaptive devices/technology for all disability areas related to vocational training and employment environments	Attendance; completed report; instructor evaluation	Written critique and grade/Ins. 90% or above
4. Conduct an inventory of community job sites to identify training objectives and adaptation needs for a student with multiple handicaps	Completed report; instructor evaluation	Written critique and grade/Ins. 90% or above

Objective	Procedure	Criteria
5. Apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment	Present assessment results; present inventory results; present initial implementation results; assess results; presentation in-class video; complete case study	Written critique and grade/Ins. 90% or above
6. Demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup and supervision	Present plan; evaluate plan using checklist/criteria; complete timeline projections; evaluate followup efforts	Written critique and grade/Ins. 90% or above
7. Demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments	Plan for assistance/followup; maintenance of device; evaluate plan; complete report of implementation efforts	Written critique and grade/Ins. 90% or above

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant.

1. Objective 1: Demonstrate a working knowledge of theoretical concepts related to community vocational training, supported employment, and transition from school to work environments
   A. Introduction to terminology and concepts
   B. Presentation of programming examples

2. Objective 2: Develop and conduct a comprehensive assessment of the physical abilities of an individual student to include: positioning needs, independent living skills, mobility and task specific skills
   A. Introduction to assessment techniques
   B. Group participation in clinic activities
   C. Group discussion of client case examples
   D. Hands on experience with clients
   E. Presentation of techniques for writing results

3. Objective 3: Demonstrate general knowledge of available equipment/adaptive devices/technology for all disability areas related to vocational training and employment environments
   A. Introduction to equipment
   B. Introduction to devices
   C. Observations of individuals
   D. Evaluation of device usage by individuals

4. Objective 4: Conduct an inventory of community job sites to identify training objectives and adaptation needs for a student with multiple handicaps
   A. Introduction to ecological inventory techniques
   B. Inventory of (teacher trainee) individual community
   C. Inventory of client community for vocational training options
   D. Presentation of inventory results to group
   E. Group evaluation of inventories
   F. Identification of adaptations
   G. Group evaluation of identified adaptations

5. Objective 5: Apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment
   A. Introduction to training strategies for vocational settings
   B. Complete assessment of individual
   C. Complete identification of needed adaptations
   D. Complete implementation plan
   E. Acquire adaptations
   F. Implement training with individuals
   G. Complete assessment of adaptations
   H. Complete case study
   I. Presentation of videotape to group
   J. Group evaluation

6. Objective 6: Demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup, and supervision
   A. Introduction to methods for technical assistance
   B. Introduction to implementation and evaluation procedures
   C. Introduction to systems models and methods for providing followup
   D. Presentation of developed plan to group
   E. Group evaluation of plans

7. Objective 7: Demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments
   A. Introduction to service delivery models (funding, therapy, engineering)
   B. Introduction to resources
   C. Development of resource files
   D. Completion of individual resource file in conjunction with case study
   E. Class presentation

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Demonstrate a working knowledge of theoretical concepts related to community vocational training, supported employment, and transition from school to work environments	Attend lecture Visit community vocational training programs
Develop and conduct a comprehensive assessment of the physical abilities of an individual student to include: positioning needs, independent living skills, mobility and task specific skills	Attend lecture Attend clinic led by ot/pt Visit Independent Living Center Attend demonstrations on industrial engineering techniques Visit Rehabilitation Engineering Centers (Sacramento/Stanford) Complete competencies in positioning & handling
Demonstrate general knowledge of available equipment/adaptive devices/ technology for all disability areas related to vocational training and employment environments	Write descriptions of equipment Identify equipment for use by job type Observe equipment usage in vocational setting View videotapes/slide presentations (Kansas, NY) Write report Class presentations
Conduct an inventory of community job sites to identify training objectives and adaptation needs for a student with multiple handicaps	Attend lecture Complete inventory for self Complete inventory for client Present results Evaluate results for use in case examples Identify adaptations for environments
Apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment	Attend lecture Assess individual Identify adaptations Acquire adaptations/devise longitudinal plan Present implementation plans Write case report Present videotape

Objective	Facilitating Activities/Alternatives
Demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup, and supervision	Attend lecture View videotapes Present plan to client team Present plan to class
Demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments	Attend lectures by varying professionals Compile resource file in groups Compile client specific file Present files to groups

RESOURCES AND REFERENCES

Resources

Selected catalogs on devices/hardware/electronics

References

Accent on Living, Bloomington, Illinois: Cheever Publishing, Inc.

Antenucci, B., & Corthell, D. (1979). Rehabilitation engineering - a counselsor's guide. Menomonie: University of Wisconsin, Research and Training Center, Stout Vocational Rehabilitation Institute.

Bates, L.A. (1981). Vocational evaluation of severely physically impaired individuals: considerations and techniques. Menomonie: University of Wisconsin-Stout (ERIC Document Reproduction Service No. 208 194).

Bates, P., Renzaglia, A., & Clees, T. (1980). Improving the work performance of severely/profoundly retarded young adults: the use of changing criterion procedural design. Education and Training of the Mentally Retarded, 15, 95-104.

Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Messina, R., & Schroeder, J. (1982). Principle of partial participation and individualized adaptations in educational programs for severely handicapped students. Journal of the Association for the Severely Handicapped, 7, 17-27.

Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Ranieri, L., Hansen, L., & Schroeder, J. (1980). The principle of partial participation and individualized adaptations in educational programs for severely handicapped students. In L. Brown, M. Falvey, I. Pumpian, D. Baumgart, J. Nisbet, A. Ford, J. Schroeder, & R. Looms (Eds.) Curricular strategies for teaching severely handicapped students functional skills in school & non-school environments, Volume X. Madison, Wisconsin: University of Wisconsin and Madison Schools.

Bell, T.E. (1979). Technologies for the handicapped and the aged. Washington, D.C.: National Aeronautics and Space Administration Office of Space and Terrestrial Applications Technology Transfer Division.

Bellamy, G.T., Horner, R.H., & Inman, D.P. (1979). Vocational habilitation of severely retarded adults: a direct service technology. Baltimore: University Park Press, pp. 3-16.

Bellamy, G.T., Peterson, L., & Close, D. (1975). Habilitation of the severely and profoundly retarded: illustrations of competence. Education and Training of the Mentally Retarded, 10, (3), 174-185.

Bellamy, G.T., Sheehan, M.R., Horner, R.H., & Boles, S.M. (1980). Community programs for severely handicapped adults: an analysis. Journal of the Association for the Severely Handicapped, 5, (4), 307-324.

Biddy, R.L., Smith, D.R., & Swarts, A.E. (1976). *Examples of jig and fixture design as applied to the severely disabled functioning in a sheltered workshop*. Houston: Texas A & M University and Baylor College of Medicine, Department of Industrial Engineering and The Texas Institute for Rehabilitation and Research.

Buckhart, L. (1980). *Homemade battery powered toys and educational devices for severely handicapped children*. Millville, Pennsylvania: L. Burkhart.

Burkhart, L. (1982). *More homemade battery devices for severely handicapped children with suggested activities*. Millville, Pennsylvania: L. Burkhart.

Cain, E.J. (1984). The challenge of technology: educating the exceptional child for the world of tomorrow. *Teaching Exceptional Children, 16*, (4), 239-241.

Campbell, P., McInerney, W., & Middleton, M. (1983). *A manual of augmented sensory feedback devices for training severely handicapped students*. Akron, Ohio: Molly Stark Project and School Age Services Project (USOE/BEH Contract G00770249 and Grant G007903069).

Cerebral Palsy Research Foundation of Kansas (1980). The available motions inventory (A.M.I.) for evaluation of physical capability.. Wichita, Kansas: Rehabilitation Engineering Center.

Communication Outlook. East Lansing, Michigan: Michigan State University Artificial Language Laboratory.

Dewees, J.A. (1981). Rehabilitation engineering as applied to work station design. In Rehabilitation Engineering Society of North America (Eds.) *Technology That Enables: Fourth Annual Conference on Rehabilitation Engineering: Instructional Courses Handouts*. Washington, D.C.: Rehabilitation Engineering Society of North America.

Elliot, B. (1981). Bread and butter engineering: simple gadgets with big payoffs. *Disabled USA*, *4*, (9-10), 30-32.

Gold, M. (1972). Stimulus factors in skill training of retarded adolescents on a complex assembly task: acquisition, transfer, and retention. *American Journal of Mental Deficiency, 76,* (5), 517-526.

Goldenberg, E.P. (1979). *Special technology for special children: computers to serve communication and autonomy in the education of handicapped children*. Baltimore: University Park Press.

Gugerty, J., Roshal, A.F., Tradewell, M.D.J., & Anthony, L.K. (1981). *Tools, equipment and machinery for the vocational education and employment of handicapped people*. Madison: University of Wisconsin-Madison Vocational Studies Center.

Hasselqvist, O. (1972). The MTM method-with special reference to the physically handicapped. *Scandinavian Journal of Rehabilitation Medicine*, *4*, 157-164.

Horner, R.H., Lahren, B., Schwartz, T.P., O'Neill, C.T., & Hunter, J.D. (1979). Dealing with low production rates of severely retarded workers. *American Association for the Education of the Severely/Profoundly Handicapped Review*, *4*, (2), 202-211.

Horner, R.H., & McDonald, R.S. (1982). Comparison of single instance and general case instruction in teaching a generalized vocational skill. *Journal of the Association for the Severely Handicapped*, *8*, (3), 7-20.

Institute for Information Studies (1979). *Rehabilitation engineering sourcebook*. Falls Church, Virginia: Institute for Information Studies.

Institute for Information Studies (1980). *Rehabilitation engineering sourcebook-supplement one*. Falls Church, Virginia: Institute for Information Studies.

Institute for Information Studies (1982). Getting jobs for people with cerebral palsy: developing a "detective's disposition and curiosity". *Rehab Brief: Bringing Research into Effectiveness*, *5*, (4).

Jonas, J.F., Leslie, J.H., & Norris, R.H. (1983a). *Use of technology to improve vocational prospects of the severely disabled* (Final Report July 1, 1982 - June 30, 1983). Wichita: Cerebral Palsy Research Foundation of Kansas Rehabilitation Engineering Center, pp. 29-50.

Jonas, J.F., Leslie, J.H., & Norris, R.H. (1983). *Use of technology to improve vocational prospects of the severely disabled* (Final Report July 1, 1981 - June 30, 1982). Wichita: Cerebral Palsy Research Foundation of Kansas Rehabilitation Engineering Center, pp. 45-61.

Kapur, R. (1981). Regression analysis of job design parameters and available motion inventory subtests. In Rehabilitation Engineering Society of North America (Eds.) *Technology That Enables: Fourth Annual Conference on Rehabilitation Engineering Instructional Courses Handouts*. Washington, D.C.: Rehabilitation Engineering Society of North America.

Laski, F.J. (1979). Legal strategies to secure entitlement to services for severely handicapped persons. In G.T. Bellamy, G. O'Connor, & O.C. Karan. (Eds.) *Vocational habilitation of severely handicapped persons*. Baltimore: University Park Press, pp. 1-30.

Leslie, J.R. (1980). A competitive industry of severely disabled workers. In K. Mallik & E.M. Shaver (Eds.) *Unmasking abilities hidden by developmental conditions*. Washington, D.C.: George Washington University Division of Rehabilitation Medicine, pp. 11-14.

Leslie, J. (1983). Three case studies. In S. Enders (Ed.) *Technology for independent living-resource guide: volume one*. Bethesda, Maryland: Rehabilitation Engineering Society of North America, pp. 93-94.

Mallik, K., & Mueller, J. (1975). Vocational aids and enhanced productivity of the severely disabled. In E. Kwatny & R. Zuckerman (Eds.) *Devices and systems for the disabled*. Philadelphia, Pennsylvania: Krusen Center for Research and Engineering at Moss Rehabilitation Hospital, pp. 202-207.

Mallik, K., & Shaver, E.M. (1980). *Jobs and self-sufficiency: goals of the project, technical support services to the developmentally disabled* (Region III, Final Report). Washington, D.C.: George Washington University Division of Rehabilitation Medicine).

McFarland, S.R. (1983). Rehabilitation engineering for work station design. In S. Enders (Ed.) *Technology for independent living-resource guide: volume one*. Bethesda, Maryland: Rehabilitation Engineering Society of North America, pp. 89-92.

McLaurin, J.W., & Laenger, C.J. (1977). *Employability restoration engineering program for severely handicapped* (Final Report). Washington, D.C.: Department of Health, Education and Welfare, Office of Human Development, Rehabilitation Services Administration.

Miller, J.M. (1983). *An investigation of using logo with a profoundly retarded adolescent within the context of a leisure activity*, unpublished manuscript.

Mueller, J. (1979). A practical design approach to rehabilitation products. In C.S. Geist & B.T. McMahon (Eds.) *Region V Short Term Training Conference on Job Modification, Job Restructuring and Job Engineering for Severely Disabled Persons: Conference Proceedings*. Chicago: Illinois Institute of Technology, pp. 10-12a.

Mueller, J. (1979a). *Designing for functional limitations*. Washington, D.C.: George Washington University Rehabilitation Research and Training Center Job Development Laboratory.

Nelson, R.G. (1976) *Problem solving with rehabilitation engineering* (Tech. Brief, Winter). Wichita: Cerebral Palsy Research Foundation of Kansas Rehabilitation Engineering Center.

Nelson, R.G. (1977). *Problem solving with rehabilitation engineering* (Tech Brief, Summer). Wichita: Cerebral Palsy Research Foundation of Kansas Rehabilitation Engineering Center.

Priest, J.W., & Roessler, R.T. (1983). Job analysis and workplace design resources for rehabilitation. *Rehabilitation Literature*, *44*, (7-8), 201-205.

Renzaglia, A., & Hutchins, M. (1983). *Curriculum development process for the vocational domain: an introduction*. Charlottesville: University of Virginia Department of Special Education and Albemarle County Public Schools (USDE, SEP, Grant No. G008001912).

Ross, L.M. (1983). *Problem solving with rehabilitation engineering*. Wichita: Cerebral Palsy Research Foundation of Kansas Rehabilitation Engineering Center.

Selwyn, D. (1979). Job modification: a useful rehabilitation tool. In C.S. Geist & B.T. McMahon (Eds.) Region V Short Term Training Conference on Job Modification, Job Restructuring and Job Engineering for Severely Disabled Persons: Conference Proceedings. Chicago: Illinois Institute of Technology, pp. 24-31.

Shaver, E.M., & Mallik, K. (1981). Working with cerebral palsy. Washington, D.C.: George Washington University, Division of Rehabilitation Medicine, Job Development Laboratory.

Smith, D.R., Swarts, A.E., Biddy, R., Noyes, T.A., Watson, M., Turner, J.H., & Clapp, D.L. (1976). Utilization of engineering principles to improve cost-effectiveness of a sheltered workshop activity center (Final Report). Houston: Texas A & M University and Baylor College of Medicine Rehabilitation Center.

Trefler, E., Nickey, J., & Hobson, D.A. (1983). Technology in the education of multiply handicapped children. The American Journal of Occupational Therapy, 37, (6), 381-387.

University of Florida Rehabilitation Research Institute (1978). Engineering aids reduce barriers to employment for severely handicapped clients (Rehab Brief, Volume 1, Number 8). Washington, D.C.: National Institute of Handicapped Research.

Vanderheiden, G.C. (1978). Non-vocal communication resource book. Baltimore: University Park Press.

Wehman, P. (1976). Vocational training of the severely retarded: expectations and potential. Rehabilitation Literature, 37, (8), 233-236.

Wehman, P. (1981). Competitive employment: new horizons for severely disabled individuals. Baltimore: University Park Press.

Wehman, P., & Hill, J.W. (1979). Vocational training and placement of severely disabled persons - Project Employability, volume one. Richmond: Virginia Commonwealth University.

Wethered, C.E. (1982). Teacher-made response-contingent materials. In J.G. Greer, R.M. Anderson, & S. Odle (Eds.) Strategies for helping severely and multiply handicapped citizens. Baltimore: University Park Press, pp. 123-156.

Williams, J.R., Csongradi, J.J., & LeBlanc, M.A. (1982). A guide to controls: selection, mounting, applications. Palo Alto, California: Rehabilitation Engineering Center, Children's Hospital at Stanford University.

MODULE 15: COMMUNITY BUSINESS INVENTORIES

MODULE 15

PERSONNEL TRAINING: COMMUNITY BUSINESS INVENTORY; A PROCESS FOR DELINEATING AND PRIORITIZING BUSINESS ENVIRONMENTS

Holly Shepard, Transition Coordinator
Project Work/San Diego Unified Schools

Dr. Ian Pumpian, Associate Professor
Director - Project Work
San Diego State University

Elizabeth West, Program Manager
Occupational Skills Training
San Diego Community College

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The participant will demonstrate the ability to conduct a community business inventory (CBI) and use the CBI to prioritize community businesses for training and placement purposes.

RATIONALE

A community business inventory is a procedure that can be utilized for securing important information about business environments within a geographic area. It is important for the participant to learn how to conduct a CBI in order to determine available and appropriate environments for training and placement purposes.

OBJECTIVES

The participant will be required to demonstrate the ability to:

1. generate a nonexhaustive organized list of business environments by conducting a CBI

2. prioritize environments delineated on the CBI for training and placement purposes

PREREQUISITES

The participant will be required to demonstrate the ability to:

1. compare and contrast an employment site, volunteer site, and a training site

2. develop and define the functions of a vocational task force

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Generate a nonexhaustive list of current and subsequent business environments by conducting a CBI	Review CBI forms (see attachment)	Ins./Grade
	Completion - oral group report including: a. job market analysis b. interview of vocational task force representative c. other	Group/Ins. Critique
	Completion - written CBI form	Ins./Grade
2. Prioritize environments, delineated on the CBI, for training and placement purposes	Completion - student/parent interview including: a. past vocational experience b. future preferences c. expressed student/parent interests d. observed student interests/skills e. other	Written critique/Grade
	Completion - priority checklist of at least five business environments including: a. student/parent/guardian interests b. travel time c. transportation options d. type of business e. accessibility f. integration opportunities g. other	Ins./Grade
	Direct observation of two business environments	Informal monitoring

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant.

1. Objective 1: Generate a nonexhaustive list of community business environments by conducting a CBI
    - A. Investigate community business options
        - 1. Contact vocational task force representatives of local school districts and adult service agencies
            - a. evaluate data base of local business opportunities by identifying existing vocational programs in your local area
            - b. interview for possible business expansion opportunities
                - i. list expansion opportunities (name, address, and designated contact person)
    - B. Inventory local community business opportunities
        - 1. Identify businesses via transportation options
            - a. city transit
            - b. walking
            - c. car
            - d. other
        - 2. Identify personal business contacts
            - a. parents/guardians/family members
            - b. district/agency personnel
            - c. spouse
            - d. friends
            - e. business organizations
            - f. other

2. Objective 2: Prioritize environments, delineated on the CBI, for placement and training purposes
    - A. Determine need for sites (i.e. training students or employing workers)
    - B. Evaluate community business opportunities
        - 1. Determine proximity of community businesses to students' home and/or program site
            - a. travel time and distance from program and home environment
            - b. availability of transportation options
        - 2. Organize by:
            - a. business type (e.g. hotel/motel, restaurants, hospitals, etc.)
            - b. business chains (e.g. McDonald's, Vons, etc.)
            - c. similarities/unique characteristics (e.g. production work, custodial work, stock room work, etc.)
            - d. other
        - 3. Inventory business accommodations
            - a. natural proportion (ratio of currently employed nondisabled individuals to disabled individuals in the job site)
            - b. availability of work space which would promote interactions with others
            - c. physical accessibility of environment
            - d. other opportunities for interactions with non-disabled individuals
            - e. other

4. Assess student/parent/guardian preferences
    a. past job experience
    b. student's abilities
    c. student's learning needs
    d. list student preferences
    e. list family preferences
    f. proximity to home
    g. type of transportation used
    h. other
5. Other

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Generate a nonexhaustive list of current and subsequent business environments by conducting a CBI	Instructor lecture - overview of CBI strategies Guest lecture - review samples of CBI forms Guest lecture - job market analysis Practicum - assisting completion of a CBI Listing of community businesses on a specified bus route Listing of community businesses within a five mile walking radius of the program Other
Prioritize environments, using the CBI, for training and placement purposes	Instructor lecture - overview of strategies to prioritize community business environments Guest lecture - task force representative discussing strategies for prioritizing community business environments Review literature on prioritization of community businesses for training and placement purposes Participate in conducting a client/family preference interview Other

RESOURCES AND REFERENCES

Resources

Dr. Ian Pumpian
Project Work (619) 229-2462
Director (619) 286-7698
San Diego State University

Holly Shepard
Project Work (619) 286-7698
Transition Coordinator (619) 229-2462
San Diego Unified Schools
Teacher

Elizabeth West
Program Manager, Occupational Skills (619) 584-6544
Training (619) 286-7698
San Diego Community College
District Foundation, Inc.

References

Brown, L., Albright, K.Z., Solner, A.V., Shiraga, B., Rogan, P., York, J., & Van Deventer, P. (1986). "Madison Strategies for Evaluating the Vocational Mileau of a Worker with Severe Intellectual Disabilities". Unpublished manuscript, University of Wisconsin.

Easterday, J.R., & Sitlington, P.L. (1985). "Conducting an Analysis of Community Work Environments Relative to the Employment of the Severely Handicapped". In J. Easterday & P. Sitlington (Eds.), *Community-Based Model for Public-School Exit and Transition to Employment*. University of Indiana and the Center for Innovation in Teaching the Handicapped.

Falvey, M., Ferrara-Parrish, P., Johnson, F., Pumpian, I., Schroeder, J., & Brown, L. (1980). Curricular strategies for generating comprehensive, longitudinal and chronological age appropriate functional individual vocational plans for severely handicapped adolescents and young adults. In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder, & L. Gruenwald (Eds.), *Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescents and Young Adult Severely Handicapped Students, Vol. 9*. Madison, WI: Madison Metropolitan School District.

Pumpian, I., Shepard, H., & West, E. (1986). Strategies for Negotiating Job Training Stations with Employers". Unpublished manuscript, San Diego State University.

Sitlington, P., & Easterday, J. (1985). "Conducting a Labor Market Trend Analysis: Process and Results". In P. Sitlington & J. Easterday (Eds.). *Community-Based Model for Public-School Exit and Transition to Employment*. University of Indiana and the Center for Innovation in Teaching the Handicapped.

Wehman, P. (1981). Competitive Employment: New Horizons for Severely Disabled Individuals. Paul Brookes Publishing Co., Baltimore.

A Sample Community Business Inventory (CBI)
Within a One Mile Walking Radius of
Midway Adult Education Campus

RESTAURANTS
- Fast Food:
  - Mc Donald's
  - Taco Bell
  - Arby's
  - Jack in the Box
  - Other

- Sit Down:
  - Denny's
  - Spanky's
  - Bob's Big Boy
  - Boll Weevil's
  - Florentino's
  - J.H. Higby's
  - Pizza Hut
  - Godfather's Pizza
  - Carrow's
  - Garcia's
  - Black Angus
  - Mandarin House
  - Yet Wah's
  - The Crystal Butterfly and Pasty Cafe
  - Other

DONUT HOUSES
- Winchell's
- Yum Yum Donuts
- Other

STORES
- Grocery:
  - Ralph's
  - Von's
  - Safeway
  - Other

- Convenience:
  - Seven Eleven
  - Other

- Department:
  - Mervyn's
  - Target
  - Other

- Drug Store:
  - Sav-on
  - Other

308

Video:
- Wherehouse
- Video Library
- Tower Video
- Other

Record:
- Tower Records
- Wherehouse
- Other

Pet:
- Petco
- Other

Hardware:
- Dixieline
- Handyman
- Other

Book:
- B. Dalton Bookseller
- Crown Books

Miscellaneous:
- Pic N' Save
- Sport's Arena Swap Meet
- Aaron Brother's

BANKS
- Bank of America
- Security Pacific
- Bank of Southern California
- California First Bank
- First Commerical Bank
- San Diego Trust and Savings
- Other

CAR DEALERS
- Alan Johnson Porshe Audi
- Peck Buick-AMC-Jeep-Renault
- Sports Arena Dodge
- Bay City Imports
- T K Motors
- Other

CAR WASH
- Genie Car Wash
- The Point Loma Car Salon
- Body Beautiful Car Wash
- Other

POST OFFICE
    Main Office

LAUNDRIES
    Pac Services Dry Cleaners
    Fluff and Fold
    Coin-Op Laundromat
    Other

THEATRES
    Loma Theatre
    Sports Arena 6
    UA Glasshouse Movie 6

MILITARY BASES
    Marine Camp Recruit Department (MCRD)
    Naval Training Center (NTC)

BOWLING ALLEYS
    Frontier Lanes

FITNESS CENTERS
    Family Fitness Center
    Sports Arena Racquetball Club

MOTELS/HOTELS
    Sport's Arena Travelodge
    E-Z 8 Motels
    Bayside Motor Inn
    Other

HOSPITALS/CLINICS/MEDICAL OFFICES
    Sharp Cabrillo
    Kaiser Permanente
    County Mental Health

FLORISTS
    Windy's
    Janz at Rosecrans
    Roxane's Flowers
    Other

HAIR DESIGN
    Kenneth of London
    Kiku Hair Design
    Supercuts
    Other

PHOTOGRAPHY
    One Hour Photo
    Deans
    Other

OTHER

MODULE 16: NEGOTIATING WORK TRAINING STATIONS

MODULE 16

PERSONNEL TRAINING: NEGOTIATING WORK TRAINING STATIONS WITH EMPLOYERS

Holly Shepard, Transition Coordinator
Project Work/San Diego Unified Schools

Dr. Ian Pumpian, Associate Professor
Director - Project Work
San Diego State University

Elizabeth West, Program Manager
Occupational Skills Training
San Diego Community College

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The participant will demonstrate the ability to negotiate a community based work training station with an employer.

RATIONALE

There are many school programs that utilize community based work training stations as an extension of their classrooms. Due to this increase, it is important that participants develop and implement strategies to negotiate work training stations with employers. Such strategies include the ability to present oneself in a professional and business-like manner, effectively communicate program needs and aspirations, and successfully respond to potential employer's questions and concerns.

OBJECTIVES

The participant will be required to demonstrate the ability to:

1. delineate and implement the necessary steps involved in negotiating a work training station
2. participate in a negotiation with an employer to develop a work training site

PREREQUISITES

The participant will be required to demonstrate the ability to:

1. define the functions of a vocational task force
2. articulate the difference between an employment site, volunteer site, and training site
3. articulate philosophy regarding vocational training and placement in integrated job environments
4. conduct and prioritize a Community Business Inventory (CBI) for training and placement purposes

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Delineate and implement the necessary steps involved in negotiating a work training station	Develop written plan to organize steps involved in planning a work training station negotiation with an employer	Written critique/Grade
	Direct observation of vocational task force a. contact team selection b. delegation of roles/activities c. other	Informal monitoring
	Interview vocational task force contact team participant	Informal monitoring
	Completion - written summary of school district's liability policies regarding work training programs	Ins./Grade
	Completion - oral group report including: a. preparation steps for negotiation of work training site b. functions of each member of contact team c. other	Group/Ins. Critique
2. Participate in a negotiation with an employer to develop a work training site	Review organizational steps of an employer negotiation meeting	Ins./Grade
	Completion - group roleplay a. setting up the initial meeting by phone or walk in b. negotiating a work training station with an employer c. other	Group/Ins. Critique

Objective	Procedure	Criteria
	Completion - written example of a follow-up letter to employer	Ins./Grade
	Completion - active participation in an employer meeting for the purposes of negotiating a work training site	Informal monitoring

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant.

1. Objective 1: Delineate and implement the necessary preparatory steps involved in negotiating a work training station
   - A. Preparation
     - 1. Meet with vocational task force
       - a. review why particular business was chosen
       - b. determine if staff member has knowledge of particular business environment
       - c. determine if staff person has affiliation with business
         - i. interview staff person
     - 2. If possible, visit site (incognito)
       - a. observe types of jobs performed
       - b. note busy/slow business hours
       - c. other
     - 3. Determine scheduling priorities and parameters for job training station
       - a. optimal days/hours for students/program
       - b. number of student workers that can utilize the training station and still maintain a natural proportion (ratio of currently employed nondisabled workers to disabled workers in the business environment)
       - c. other
     - 4. Organize program media
       - a. portfolio of photos, news clippings, etc.
       - b. brief slide/video presentation
       - c. other
     - 5. Review school district liability policies
       - a. school work training program guidelines and procedures
     - 6. Designate an employer contact team (three or less persons)
       - a. identify an administrator (or designee)
       - b. identify a direct service provider (e.g. a teacher who may eventually be a trainer at the site)
       - c. identify additional (optional) contact team members
         - i. individual who has experience with previous job contacts (e.g. university personnel)
         - ii. individual who has knowledge of the business environment (e.g. staff person who has had past experience with the business or similar business)
     - 7. Arrange the initial employer contact meeting
       - a. determine appropriate business/employer contact
         - i. owner
         - ii. manager
         - iii.head administrator
         - iv. other participants/contacts
           - a). head busperson at a restaurant
           - b). department supervisor at a hospital
           - c). other
       - b. identify method of initial employer contact
         - i. phone contact with secretary
         - ii. walk in

            iii.by letter
            iv. other

2. Objective 2: Conduct an actual negotiation with an employer to develop a work training site
   - A. The Pitch (selling the program)
     - 1. Demonstrate public relation skills
     - 2. Effectively present yourself/selves
     - 3. Stay on topic
     - 4. Respond to employer questions and/or concerns
     - 5. Stipulate program response to obstacles, problems, concerns, etc.
     - 6. Other
   - B. Pre-meeting Organization
     - 1. Understanding of each contact person's role in the meeting
     - 2. Acknowledgement of person who scheduled meeting (e.g. the secretary)
     - 3. Professional representation while in the reception area (i.e. be observant of what you say, how you say it, etc.)
     - 4. Other
   - C. Introductions
     - 1. Present yourself in a positive manner
     - 2. Initiate handshake between employer and other business site participants
     - 3. Introduce self by name and job title
     - 4. Offer each employer/business site participant a business card
     - 5. Other
   - D. Beginning the Meeting ("the icebreaker")
     - 1. State your purpose
       - a. share information about the school program
       - b. share information on ways businesses are being used by school training programs
       - c. other
   - E. Define the population of individuals represented
     - 1. Identify program
       - a. number of individuals served
       - b. diversity of strengths, skills, and limitations
       - c. program focus and objectives
       - d. student goals and objectives
       - e. other
   - F. Provide brief historical review of curriculum
     - 1. Past program limitations
     - 2. Overview of program changes
       - a. quality of education
       - b. functionality
       - c. community based training
       - d. age appropriate curriculum
       - e. diversity of interests, skills and challenges represented
       - f. principle of partial participation
       - g. adaptations on-the-job
         - i. job routine (e.g. responsible for a portion of a job routine)
         - ii. job sequence (e.g. vary the sequence)
         - iii.job description (e.g. job sharing)
         - iv. equipment (e.g. written or photographic job sequence card, electrical head switch, etc.)

        v. other
    h. other
  3. Future implications
    a. increased public awareness
    b. student benefits
    c. state/federal benefits
    d. other
G. The Proposition
  1. Share examples of other business training sites
    a. district programs
    b. out of district programs
    c. state/national programs
    d. other
  2. Explain existing/future program operation policies
    a. teacher/trainer to accompany student worker(s), unless otherwise stipulated
    b. teacher/trainer responsible for direct supervision of student worker(s)
        i. quality control
        ii. documentation of student worker progress and needs
        iii. ongoing communication with designated business contact person
        iv. promoting employer/co-worker/student interactions
        v. other
    c. start small - then expand areas and responsibilities, and training schedules
    d. enhancement (vs. hinderance) to business commitment/philosophy
    e. other
  3. Discuss liability policies
    a. explain Education Code State Law
        i. description/parameters of a training program; e.g. California Education Code State Law stipulates that:
            a). school staff responsible for observation of student workers
            b). school staff responsible for writing individualized objectives for each student worker participant
            c). non-displacement policy for nonhandicapped workers (i.e. no employee will be fired, or new employee not hired, due to training program operation)
            d). if unpaid training: school district is considered the employer
                i). responsible for workman's compensation insurance
                ii). responsible for additional personal liability issues
    b. describe/share examples of letters of agreement
        i. examples drafted by lawyers of businesses
        ii. examples drafted by school districts
    c. other
  4. Share contact team's knowledge of business
    a. general information about type of job options (e.g. restaurant jobs usually include bussing, dishwashing, food service, etc.; theatre jobs may include ticket taking, managing the snack bar, cleaning the empty theaters, etc.)
    b. specific information about particular business site

      i. hours of operation
      ii. observed job responsibilities
      iii. observed job routines
      iv. busy/slow times of operation
      v. other
5. State your program needs ("The proposal")
   a. type of work
   b. days per week
   c. hours per day
   d. integrated work space
   e. meaningful work (jobs that need to be performed)
   f. consistent work (dependability that there will be work for the workers to do)
   g. uniforms, time card, etc.
   h. designated contact person from business
   i. other
6. Obtain information about business from employer/business site participant
   a. unique characteristics of business
   b. jobs done on a regular basis
   c. low level entry positions
   d. present training opportunities
   e. possible training options in the future
   f. other
7. Exemplify
   a. draw an analogy of how the program might run using examples (given the information presented)
8. Review
   a. briefly re-state the training program proposal
   b. illicit employer's input
   c. propose tentative plan to proceed
      i. state renegotiation procedures (e.g. any changes in training program would be proposed first)
   d. reiterate specific program needs (refer to Section G-5)
   e. emphasize success(es) of such programs
      i. list participating businesses
      ii. offer business participant's references
      iii. offer examples of statements business participants have said in support of the program
9. Questions and Answers
   a. allow employer/business site participants to voice their concerns, questions and/or areas requiring further clarification
   b. respond to employer reaction to program
      i. provide further clarification
      ii. present information which will further promote program acceptance
10. Next steps
   a. determine necessary follow-up meeting(s)
      i. potential person(s) responsible for tentative training areas within the business
         a). arrange start up date
         b). arrange days/hours of program operation
         c). determine operation policies within each business department

b. offer to participate in any further business meetings (e.g. if the employer needs to talk to others in the business)

c. inservicing business staff
   i. determine how the employer wants program presented to staff
      a). formal presentation
      b). informal presentation
      c). other

d. clarify any necessary paperwork to be completed
   i. stipulate agency responsibilities
      a). person(s) responsible for completion of paperwork

11. Arrange for time to conduct environmental inventory to gather pertinent information for school training program implementation
    a. delineation of jobs possible for training program participation
    b. analysis of skills required to complete job task/activities within specific
12. Request tour of business
13. Meeting Closure
    a. thank employer/business site participants for their time (and support of program, if appropriate)
    b. voice enthusiasm for future program involvement
    c. initiate handshake
14. Follow-up contact
    a. send business letter
       i. thank employer/business site participants for their time
       ii. restate school training proposal and tentative agreed upon plan

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Delineate and implement the necessary steps involved in negotiating a work training station	Participate in a vocational task force meeting for the purpose of planning the negotiation of a work training station Instructor lecture - strategies for planning/organizing a work training station Readings - negotiation of work training stations, legal parameters for non-paid training Review Education Code State Law - school work training program policies Guest lecture - school district's employer contact team to present strategies used to negotiate work training site Guest lecture - employer panel to present pros and cons of participating in a work training program Attend local/state conference Interview contact team participant to discuss strategies used in setting up the initial employer contact meeting Review examples of letters of agreement between employers and school districts Review samples of program media used in employer contact meetings
Participate in negotiation with an employer to develop a work training site	Roleplay a mock employer negotiation with other class participants Instructor lecture - strategies for negotiating a work training station with employer(s) Observation of local work training programs Interview employer presently involved in work training program Attend employer recognition meeting for participation in work training program Attend employer contact meeting with school district contact team

RESOURCES AND REFERENCES

Resources

Dr. Ian Pumpian	
Project Work	(619) 286-7698
Director	(619) 229-2462
San Diego State University	
Holly Shepard	
Project Work	(619) 286-7698
Transition Coordinator	(619) 229-2462
San Diego Unified Schools	
Teacher	
Elizabeth West	
Program Manager, Occupational Skills	(619) 584-6544
Training	(619) 286-7698
San Diego Community College	
District Foundation, Inc.	

References

Pumpian, I., Lewis, L., & Engel, T. (1986). "Distinguishing a trainee/employer relationship from an employee/employer relationship". Unpublished manuscript, San Diego State University, San Diego.

Pumpian, I., Shepard, H., & West, E. (1986). "Strategies negotiating job training stations with employers". Unpublished manuscript, San Diego State University, San Diego.

Wershing, A., Gaylord-Ross, C., & Gaylord-Ross, R. (1985). "Implementing a community-based vocational training model: a process for systems change". Unpublished manuscript, San Francisco State University, San Francisco.

MODULE 17: MODEL VOCATIONAL SPECIAL NEEDS PROGRAMS

MODULE 17

PERSONNEL TRAINING: MODEL VOCATIONAL SPECIAL NEEDS PROGRAMS

Patricia Dougan, Information and Research Specialist
Special Education Resource Network
California State Department of Education

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of the components, characteristics and quality indicators of model Vocational Special Needs Programs.

RATIONALE

Research has lacked the critical need for the development of a formal program model to insure the successful transition of special needs students from school to work. In addition, there is strong evidence that a model or system should be adopted and implemented at the state and local levels, and throughout and among the critical service delivery systems and key stakeholders. Knowledge of steps to establish a model will allow trainees to fully utilize the school and community services available for handicapped students special vocational education and training.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. report upon key quality program indicators
2. report upon the major four programmatic components of a transition special vocational model
3. develop a programmatic model for special vocational transition
4. relate the implementation of model components and quality program indicators in local agencies

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Report upon key quality program indicators	Completion - written report on quality indicators grouped by function (use Attachment A)	Written critique and grade/Ins. 90% or average
	Objective exam	90% or above
2. Report upon the four major programmatic components of a model	Completion - oral group report by job - alike including regular adapted, special and individualized (use Attachment B)	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
3. Develop a Programmatic Model for Special Vocational Transition	Small group implementation of critical factors in developing a conceptual model (use Attachment C) a. Identify three examples of agencies, personnel, procedures, processes and policies appropriate to five factors (use Attachment C) b. Do so for each trainee job - alike group	Informal monitoring/Ins.
	Completion - oral report on above activities	Group critique/Ins.
	Completion - written summary of the above activities	Written critique and grade/Ins.
4. Relate the implementation of model components and quality program indicators in local agencies	Small group completion, written summary of a local model special vocational program from one of the job - alike schools/agencies to include responses to the items below: a. Does the model satisfy the five factors of measurability, timeliness, specificity, compatibility, and flexibility?	Written critique and grade/Ins.

Objective	Procedure	Criteria
	b. What Quality Program Indicators from Attachment A does the model have? Doesn't it have?	
	c. Relate the programming options from Charts II, III & IV (Attachment B) to the school or agency being examined	
	Completion - oral report on above activities	Group critique/Ins.
	Completion - written group summary on the above	Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Report upon key quality program indicators
   - A. Attachment A, "Promising Quality Program Indicators for Public School Transition of Students with Exceptional Needs" - class discussion
   - B. Instructor lecture on quality indicators and relevant literature. See Bibliography, Attachment E
   - C. Graded examination/written

2. Objective 2: Report upon the four major programmatic components of a model
   - A. Attachment B, "Major Programmatic Components of a Transition Model for Students with Mild and Severe Disabilities" - class discussion
   - B. Small groups, by job - alike, discuss the four types of programs in a special vocational model
   - C. Small group written summary
   - D. Graded examination (written)

3. Objective 3: Develop a programmatic model for special vocational transition
   - A. Attachment C, "Critical Factory Impacting Conceptual Models of the Transition Process"
   - B. Small groups develop their own model based on the critical factors
   - C. Written summary of efforts/results
   - D. Informal oral report to other trainees of their model including, but not limited to:
     1. Three examples of agencies, personnel, procedures, processes and policies appropriate to the five factors
     2. Include examples from each job - like group in the model or models

4. Objective 4: Relate the implementation of model components and quality program indicators in local agencies
   - A. Small group work to investigate a local model that includes the following items:
     1. Does this model the five factors in Attachment C?
     2. From Attachment A, list what program indicators the local model had and didn't have
     3. Describe the local model in terms of the types of programming options available in Charts II, III, and IV from Attachment B
     4. Group oral and written reports, critique
     5. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Report upon key quality program indicators	Individual research projects by trainees on quality program indicators Instructor lecture Panel of experts - presentation with question/answer session
Report upon the four major programmatic components of a model	Instructor lecture - overview of four major components Individual research report by trainees
Develop a programmatic model for special vocational transition	Instructor lecture Individual review by trainees of pertinent information Individual interviews by trainees of personnel from representative areas Critique of agencies' implementation of policies
Relate the implementation of model components and quality program indicators in local agencies	Compare and contrast agencies' implementation and potential implementation Interview of agency personnel for their point of view Instructor lecture Individual report

ATTACHMENT A

Promising Quality Program Indicators for Public School Transition of Students with Exceptional Needs

by
Patricia Dougan
January 1986

1. Individualization of instruction;
2. Least restrictive environment training;
3. Community based programming;
4. Critical functioning skill training when developmental skill training is no longer appropriate;
5. Student/employer contracts for change;
6. Significant other interview;
7. Age appropriate activities;
8. Consideration of student ability;
9. Sequencing of activities;
10. Preschool -12+, transition component in IEP's;
11. IEP team members are inserviced to focus on the result, i.e. transition from school to work;
12. Academics and career education are not separate curricula;
13. Special education staff know curriculum modification, learning strategy and classroom management techniques; regular educators are coached by special educators in those strategies;
14. Local and state interagency agreements are evaluated against criteria stated therein;
15. Students have a written resume showing a volunteer and three paid position employment history at school graduation;
16. Work adjustment training is essential to the job placement;
17. Special education students utilize regular education resources in integrated settings, including: work experience education, the career center, career days, counseling, vocational education classes, clubs and ROP/C;

18. Transition advocacy training is available for parents, by parents;

19. There is a two and five year, post-school employment follow-up of students by school administration that is public shared in local newspapers;

20. Vocational interest assessment begins in junior high;

21. Parents of preschool and elementary-aged children receive information and training that emphasizes home responsibility and work ethic training for their child;

22. Parent seminars on with SSI/SSDI and Medical;

23. Program goals, objectives and results are well documented;

24. Business and community support of the local special education transition goals for students in the form of funds, job sites and participation on curriculum planning groups;

25. Incentives for employers to open up student training sites and to hire students;

26. Clear, specific planning;

27. Schools and programs are successfully marketed in their local community;

28. Ongoing, statewide program evaluation;

29. Unsubsidized employment;

30. Emphasis on a variety of student work experience;

31. Local and statewide inservice training opportunities are promoted for key stakeholders;

32. Transition programs are fiscally sound;

33. Schools adopt a functional skills approach to determining secondary special education curricula;

34. Individual transition plans are required for each student at least six years prior to graduation;

35. There is an articulated and strong partnership within departments and between state divisions, agencies and organizations to support local planning;

36. Research is sponsored that evaluates the impact of quality indicators and their correlation to transition success for students;

37. Model program dissemination and replication are financially supported by the State Department;

38. Quality programs aren't financially orphaned;

39. There exists a continuum of least restrictive vocational services in the school and community;

40. Services are provided in a heterogeneous normal environment with chronological age-appropriate peers;

41. There is a local, written articulated transition service model for educational programming and coordination;

42. The majority of occupational training is done in integrated, community settings;

43. Parent/professional partnership training is available;

44. Cross-discipline and cross-agency inservice training is available based on a local personnel development needs assessment;

45. A person(s) or an inter-disciplinary/agency committee is assigned to oversee local programs and provide support;

46. Written guidelines are provided to resolve conflicts resulting from differing mandates and differing interpretations of federal and/or state laws;

47. There is a clear philosophy that vocational education is essential for special needs students to transition from school to work;

48. The local program has a person(s) that is responsible for monitoring and advocating for the program;

49. A written outline of program options, curriculum options, and support services available in the district;

50. Voids in program and curriculum options are annually assessed and strategies are implemented to fill those voids;

51. Personnel are identified who will be involved in all components of the transition effort;

52. Inservice topics are appropriate to the personnel involved;

53. Inservice presentors are appropriate for the topics involved;

54. District transition implementation plan;

55. Follow-up and coaching is available to personnel;

56. Secondary special educators have secondary, not elementary, preservice training backgrounds.

ATTACHMENT B

Major Programmatic Components of a Transition Model for Students with Mild and Severe Disabilities

Best Practices

Transition is a process that results in an outcome, a productive and quality life following school or agency services. School services are made up of a broad array of programmatic alternatives that may or may not be coordinated and may or may not be available to all students, irregardless of their ability. Transition is a framework of equally accessible learning interventions for students. Based on ongoing-assessment, students take advantage of learning opportunities that lead them to this outcome of transition, a productive and quality life. Simply, transition is "school to work". Students with special needs are integrated into occupational learning experiences and instructional settings at levels which are compatible with each students' ability. The level of integration can be grouped into four vocational alternatives: regular, adapted, special and individualized vocational education programs. The types of delivery systems and best practices used to assist students with special needs succeed in transition are summarized in the following charts:

Chart I	Types of School Delivery Systems
Chart II	Regular Programming
Chart III	Adapted Programming
Chart IV	Special and Individualized Programming

4/C

CHART I

Major Programmatic Components of a Transition Model for Students with Mild and Severe Disabilities

Best Practices: Types of School Delivery Systems

ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
		BASIC SKILL AND EMPLOYABILITY TRAINING TO DEVELOP:	VOCATIONAL EDUCATION CURRICULUM TO DEVELOP:
1. Basic skill development	1. Same	1. Basic skill development	1. Same
2. Critical skills training	2. Same	2. Critical skills training	2. Same
3. Mediated learning experiences	3. Same	3. Mediated learning experiences	3. Specific occupational skills (in three clusters)
4. Career education	4. Same	4. Career education	4. Job market skills
	5. Vocational interest assessment	5. Secondary learning strategies	5. How to get a job, how to keep a job, and how to leave a job skills
	6. Exploratory work experiences	6. Personal skills, attitudes, and values	6. Vocational or general experience in three job clusters that are in integrated community settings
		7. Communication and computational skills	
		8. Employability skills - job readiness	
		9. Broad occupational skills in exploratory work experience	
		10. Foundation for career planning and lifelong learning skills	
		11. Social skills (with non-handicapped peers)	

P. Dougan 5/86

CHART II

REGULAR PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Regular Vocational Program	Students receive instruction in the same classroom/laboratory as their non-handicapped peers and are expected to achieve the same basic minimum performance standards. Target population: students with special needs (typically the physically disabled) who can participate in a particular regular program with no or very minor modifications.	Specialized vocational counseling and placement services must be available to all handicapped program participants. (P.L. 98-524, The Carl Perkins Act).	Graduation followed by employment, post-school vocational training or college.

Transition Without Special Services

These students essentially find their own employment. They get jobs through their families, neighbors, or someone they know in the community. Vocational Education teaches skills and resources, e.g. job-seeking and interviewing skills. Vocational Education is designed to be responsive to the needs of the community labor market and is an excellent source of employees for the various community employers. Vocational and/or special educators may act as Career/Vocational counselors or Transition Specialists. (This is OSERS - the federal Office of Special Education and Rehabilitation Services, definition of "Transition Without Special Services".

NOTE

Charts II, III, and IV are adapted from "A Mainstreaming Continuum for Vocational Education", Claire Olson Szoke and Sharon Vest, To Serve Those Who Are Handicapped, revised edition, Springfield, Illinois: Illinois Office of Education, Department of Adult, Vocational, and Technical Education, 1975 and "Implications for Inservice Training for Vocational Education Teacher Educators in Facilitating the Transition from School to Work", Dr. Lynda West's speech at The National Network Conference held in New Orleans, November 28-29, 1984. Dr. West is the Director of Missouri LINC.

CHART III

ADAPTED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Adapted Vocational Program	Instruction is altered to accommodate disabled students who could not otherwise be placed in the program.	Special equipment: specially designed work tables, hand instead of foot levers or vice versa, visual instead of audio warning signals, special safety equipment.	Graduation followed by employment or post-secondary vocational training in schools or agencies.
	Students receive instruction in the same classroom/laboratory as their non-handicapped peers and are expected to achieve the same basic minimum standards.	Special instructional materials: i.e. brailled large print materials; written instead of taped materials or vice versa; audio-visual materials; simplified step-by-step materials.	
	Target population: physically or mentally handicapped students who can participate in a regular vocational program if specialized services are provided.	Special support staff: i.e. special education resource instructors, interpreters, direct readers, instructor aides.	
		Specially trained vocational teacher and/or team teaching by vocational and special education personnel.	

Flexibility in scheduling: extended time to complete course, division of course into modules with flexibility as to number of modules completed.

Special student grouping as in Cooperative/ Learning.

Transition with Time-Limited Services

OSERS (Office of Special Education and Rehabilitation Services) has identified "Time Limited Services", such as vocational education, vocational rehabilitation, postsecondary vocational education, and other job-training programs, as temporary services that lead to employment. These services are characterized by taking a longer amount of time than regular programming and rarely end in employment following graduation. Additional training is usually needed but eventually, support services can be withdrawn.

CHART IV

SPECIAL AND INDIVIDUALIZED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Special Vocational Program	Students receive instruction in a special class setting. Instruction may be provided in a class limited to individuals with a specific primary disability (e.g. mental retardation, severe emotional disturbance, hearing impairment) or the class may serve a heterogeneous group of students with similar needs.	Services described under adapted vocational education (see Chart III).	Job entry level skills in supported employment.
	Expected performance standards will typically differ from what is required of students in a regular program (i.e. differential standards).	Specialized curriculum design that emphasizes easily completed task components and entry-level job skills.	Prerequisite skills needed for entry into post-school training programs.
	Target Population: mentally or physically handicapped persons whose disability precludes integration into a regular vocational program.	Courses should be taught by vocational teachers with special preparation in instructing the handicapped or by a team teaching approach utilizing both vocational and special education personnel.	Introductory skills training designed to provide prerequisite skills for entry into a regular vocational education sequence.

CHART IV

SPECIAL AND INDIVIDUALIZED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Special Vocational Program	Students receive instruction in a special class setting. Instruction may be provided in a class limited to individuals with a specific primary disability (e.g. mental retardation, severe emotional disturbance, hearing impairment) or the class may serve a heterogeneous group of students with similar needs.	Services described under adapted vocational education (see Chart III).	Job entry level skills in supported employment.
	Expected performance standards will typically differ from what is required of students in a regular program (i.e. differential standards).	Specialized curriculum design that emphasizes easily completed task components and entry-level job skills.	Prerequisite skills needed for entry into post-school training programs.
	Target Population: mentally or physically handicapped persons whose disability precludes integration into a regular vocational program.	Courses should be taught by vocational teachers with special preparation in instructing the handicapped or by a team teaching approach utilizing both vocational and special education personnel.	Introductory skills training designed to provide prerequisite skills for entry into a regular vocational education sequence.

	Training is usually of a semi-skilled nature (custodial training, nurse's aides, etc.).		
Individualized Special Vocational Program	Students receive instruction in an extensively individualized setting, i.e. laboratory setting. Expected performance standards will typically differ from those required of students in a regular program: Target Population: special needs persons in situations where special class placement is not feasible (e.g. low prevelance of handicapping condition and/or specialized vocational needs of the individual student).	Services described under Special tional Program gram (see above). Flexible modular scheduling approach whereby a special needs student participates in a regular vocational course for only a limited number of instructional modules.	Services described under Special Vocational Program (see above).

aka: Transition With Ongoing Services

OSERS has defined "Transition with Ongoing Services" as for youth and adults who need ongoing support in getting and keeping employment. Generally these students have severe disabilities and supported work or sheltered employment sites are needed. Social and residential ongoing, support systems are needed during this person's lifetime.

Attachment C

Critical Factors Impacting Conceptual Models of the Transition Process

Similar Groups of Transition Model Characteristics/Issues

General Factors	Measurability	Timeliness	Specificity	Compatibility	Flexibility
Specific Factors	Measurable, revisable transition policies	Effective identification and assessment of special needs students	Appropriate assignment of duties to specific personnel	Intra- and inter-institutional focus on transition processes	Adaptability and flexibility of staff and curricula
	Model must accommodate needs of individual local education agencies.	On-going efforts to identify and provide appropriate services.	Capable of measuring a student's progress.	Mutual understanding of goals, procedures, and languages of different agencies.	

A categorization of critical factors impacting conceptual models of the transition process.

Adapted from "The Transition of Special Needs Learners into Postsecondary Vocational Education", p. 44.

Attachment D

THE DISSEMIN/ACTION SECONDARY PRACTICES PORTFOLIO . . .

Ten practice collections, three publications lists,
a selected bibliography, and a paper on graduation requirements

Four items will be shipped with all orders: (1) *Overview of the Portfolio*; (2) *Table of Contents*; (3) *The Research Collection (75 annotations; 17 descriptions; 12 pp)*; and (4) *The Related Resources Collection (36 descriptions; 12 pp)*. A paper called *When Handicapped Children Grow Up* will also be included as long as supplies last.

INDIVIDUAL PRACTICE COLLECTIONS MAY BE ORDERED AS FOLLOWS:	NUMBER	TOTAL
* *The Adolescent Practices Collection (59 descriptions; 28 pp)* $1.00 each	____	$____
* *The Elementary/Secondary Continuum Collection (52 descriptions; 24 pp)* . . and . . *The Pre-Adolescent and Early Adolescent Collection (13 descriptions; 6 pp)*. $1.00 each set	____	$____
* *The Vocational, Prevocational, Career Education Collection (77 descriptions; 34 pp)*. $1.00 each	____	$____
* *The Independent Living Collection (19 descriptions; 7 pp)* . . and . . *The Adjudicated, Incarcerated, Corrections Education Collection (17 descriptions; 5 pp)* . . and . . *The Adult Education Collection (27 descriptions; 11 pp)*. $1.00 each set	____	$____
* *The Personnel Preparation Collection (104 program/project listings; 12 pp)*. $1.00 each	____	$____
* *An Analysis of Policy Issues in Graduation and the Diploma for Handicapped Students, by Richard Zeller (23 pp)*. $1.00 each	____	$____
* The Bibliographical Collection: *The Dissemin/Action Selected Bibliography on Secondary Education for the Handicapped (374 items; 30 pp)* . . and . . *The Western Regional Resource Center's Annotated List of Products and Publications (44 items; 17 pp)* . . and . . *The Publications List, Office of Career Development for Special Populations, University of Illinois (41 items; 7 pp)* . . and . . *A List of Selected Materials, National Center for Research in Vocational Education (13 descriptions; 9 pp)*. $1.00 each set	____	$____
* THE ENTIRE PORTFOLIO, INCLUDING ALL OF THE ABOVE. $6.00 each	____	$____

All charges shown will partially offset the costs of mailing and reproduction.

TOTAL ENCLOSED: $____

Order from: DISSEMIN/ACTION PRODUCTS SERVICE
9618 Percussion Way
Vienna, Virginia 22180

It would help us if you could enclose a self-addressed mailing label with your order . . .

The Pre-Adolescent And Early Adolescent Collection (Continued)

* MASSACHUSETTS: Cross-Age Tutoring with Computers (3)
* COLORADO: Parallel Science Materials (3)
* ARIZONA: Catch Up-Keep Up (4)
* COLORADO: Physical Education Plus (4)
* CALIFORNIA: Project DPI: A Diagnostic Prescriptive Individualized Math Program (5)

* COLORADO: Consultant Strategist Model (5)
* VIRGINIA: Every Student Every Day (6)
* WASHINGTON: HOSTS Math: Help One Student to Succeed (6)

The Vocational, Prevocational, Career Education Collection

* MISSOURI: Vocational Entry Level Skills Criteria (page 1)
* MINNESOTA: Hearing Impaired Program: Anoka AVTI (1)
* IOWA: Project DISCOVERY (1)
* MASSACHUSETTS: Center for Occupational Awareness and Placement (2)
* ALABAMA: Training for Life (2)

* CONNECTICUT: Continuum of Community-Based Vocational Programs (3)
* MINNESOTA: Programa Bilingue (3)
* MICHIGAN: Student Center for Occupational Planning (4)
* CONNECTICUT: Special Education Career/Vocational Program (4)
* CALIFORNIA: Career Specialist/Assessment Program (4)
* MISSOURI: Vocational Education for Special Needs Students (5)

* WISCONSIN: Experience-Based Career Education (5)
* CALIFORNIA: The Technological Employment Project (6)
* MINNESOTA: St. Paul Area Technical Vocational Institute (6)
* MISSOURI: Vocational Practice for Handicapped Students (7)
* NEBRASKA: Rural Cooperative Vocational Program (7)

* CALIFORNIA: Computerized Employer/Vocational System (7)
* CONNECTICUT: Career/Vocational Training Program for Students with Special Needs (8)
* WYOMING: Dignity, Inc. (9)
* UTAH: Experience-Based Career Education Together (9)
* MISSOURI: Successful Career Planning through Assessment of Vocational Needs (9)

* KANSAS: Vocational Education in Technological Areas for the Severely Handicapped (10)
* FLORIDA: Secondary Pre-Vocational/Academic Program (10)
* CALIFORNIA: Career Assessment and Placement Center (11)
* VERMONT: Training-Based Interagency Approach to Comprehensive Vocational Sp Educ (11)
* MARYLAND: Experience-Based Career Education Program in a Rural Area (12)

THE VOCATIONAL, PREVOCATIONAL, CAREER EDUCATION COLLECTION (CONTINUED)

* MASSACHUSETTS: Vocational Project for Deaf-Blind Youth (2)
* WASHINGTON: Pierce County Pilot Project (12)
* TEXAS: Multiple Careers Magnet Center (13)
* COLORADO: Vocational Assessment Center (13)
* NEW MEXICO: Albuquerque Public Schools' Career Development Vocational Assessment (14)

* GEORGIA: Related Vocational Instruction for the State of Georgia (14)
* WASHINGTON: Adapting Vocational Handicapped Instruction in Rural Districts (15)
* WASHINGTON: The Store Project (15)
* CALIFORNIA: Project Work Ability (16)
* CALIFORNIA: Irvine Career/Vocational Program (16)

* OREGON: Model Vocational Project for Deaf-Blind Youth (16)
* CONNECTICUT: Vocational Work Experience Program for the Mentally Retarded (17)
* IOWA: Green Valley Work Experience Program (17)
* DISTRICT OF COLUMBIA: 70001 -- The Youth Employment Company (18)
* NORTH CAROLINA: Prevocational Activity Center (18)

* NEW JERSEY: Career On-Site Training: Dropout Prevention and Industrial Training (19)
* CALIFORNIA: Santa Clara County Vocational Assessment (19)
* OHIO: Inservice Support for Transition from School to Work (20)
* TENNESSEE: Comprehensive Vocational Education Program for Special Needs Students (20)
* IOWA: Reality Oriented Vocational Evaluation (21)

* WISCONSIN: The Work Assessment and Training Program (21)
* MINNESOTA: Vocational Development Center (22)
* VIRGINIA: High Tech Vocational Skills Training for Severely Handicapped Youth (22)
* WEST VIRGINIA: Mainstreaming in Action (22)
* MASSACHUSETTS: The McKinley School (23)

* NEW YORK: Vocational Assessment/Instructional Support System (23)
* CALIFORNIA: Rehabilitation Training and Evaluation Program (24)
* MARYLAND: Vocational Readiness Training for Handicapped Students (24)
* PENNSYLVANIA: Mon Valley Secondary School (25)
* MASSACHUSETTS: Vocational Special Education Three (25)

* MASSACHUSETTS: Wage Systems Based on Behavior Objectives (25)
* NEW YORK: Comprehensive System of Skill Development in Vocational Education (26)
* CALIFORNIA: Ruggenberg Career Training Center (26)
* MASSACHUSETTS: Regional Vocational Assessment Center (27)
* NEW YORK: Career Education for Autistic Students (28)

* WASHINGTON: Innovative Vocational Model for Deaf-Blind Youth (28)
* CALIFORNIA: Vocational Education Resource System (28)
* PENNSYLVANIA: Vocational Orientation (29)
* WASHINGTON: Vocational Individualized Program (29)
* PENNSYLVANIA: Work Training Program for Handicapped Students (30)

THE VOCATIONAL, PREVOCATIONAL, CAREER EDUCATION COLLECTION (CONTINUED)

* CALIFORNIA: Vocational Assessment Center (30)
* PENNSYLVANIA: Vocational Training for the Deaf-Blind (31)
* WISCONSIN: Enrolling Handicapped Students in JTPA Programs (31)
* OREGON: Community-Based Vocational Training for Severely Handicapped Youth (31)
* TEXAS: Adopt-A-School Program (32)

* WYOMING: School-Community Training Program (32)
* MINNESOTA: Project SERVE: Special Education Rehabilitation Vocational Education (33)
* OREGON: Portland State Model of Community-Based Vocational Training (33)
* WISCONSIN: Madison Public Schools Community Training Program (33)
* NEVADA: Lincoln County High School (34)
* NEVADA: Reno High School (34)

THE INDEPENDENT LIVING COLLECTION

* CALIFORNIA: Project SAIL (Systems Adaptation for Integrated Living) (page 1)
* TEXAS: The Rural Independent Living Research Utilization Project (1)
* KANSAS: Enhancement of Independent Living Services (1)
* CALIFORNIA: Center for Independent Living (1)
* COLORADO: Holistic Approaches to Independent Living (2)

* CALIFORNIA: Over-21 (2)
* WASHINGTON: Community Liaison Instructional Program (2)
* MINNESOTA: Portland Secondary Center (3)
* OREGON: Research and Training Center in Mental Retardation (3)
* MINNESOTA: Community-Based Independent Living Skills Program (3)

* NEW YORK: Secondary Individualized Learning Center (4)
* WASHINGTON: National Rural Independent Living Project (4)
* FLORIDA: Rural Center for Independent Living (4)
* KANSAS: Curriculum Development for Secondary Handicapped Deaf-Blind (5)
* NEW YORK: Human Resources Center Program for Independent Living (5)

* OREGON: The Neighborhood Living Project (5)
* TEXAS: Community-Based Work and Independent Training for Deaf-Blind Adolescents (6)
* OHIO: Independent Living Program (6)
* OREGON: Community Training Center (7)

THE ADJUDICATED, INCARCERATED, CORRECTIONS COLLECTION

* ARIZONA: Network of Corrections and Special Education Leadership Personnel (page 1)
* OREGON: Training Providers of Court Adjudicated Handicapped Youth (1)
* ILLINOIS: Model Master's Program with a Concentration in Correctional Education (1)

Dissemin/Action, Inc.
2150 Brisbane Avenue
Reno, Nevada 89503
702/747-7751

To: JUDY SMITH-DAVIS, The Dissemin/Action Project, Reno

From: ____________________

____

____________________ Zip ________ Phone (   ) ______

PLEASE ADD MY PROGRAM TO THE CONTINUING EXPANSION OF THE SECONDARY PRACTICES PORTFOLIO. Here is my information:

TITLE OF PROGRAM/PROJECT/PRACTICE ____________________

- * Attach additional sheets if you wish.
- * Use this form or write your own description separately.
- * Handwritten descriptions are perfectly okay.
- * We particularly want to hear from teachers.
- * Be sure to include evaluation plans, and evaluation data if you have it.
- * And YOU WILL be a part of the next collection!

ATTACHMENT E

VOCATIONAL SPECIAL NEEDS MODEL PROGRAM

BIBLIOGRAPHY

Chandler, H.N. (1986). Mainstreaming - A Formative Consideration. Journal of Learning Disabilities, 19 (2), 125-126.

Dougan, P. (1986). Promising Quality Program Indicators for Public School Transition of Students with Exceptional Needs. Sacramento, CA: no publisher.

Durham, D.J., & Kennedy, V.E. (1979). Vocational Education for Handicapped Individuals in California. Los Angeles: California Regional Resource Center for the California State Department of Education.

Guidelines for Evaluating, Reviewing and Enhancing Employment Related Services for People with Developmental Disabilities. (1985). Washington, D.C.: National Association of Developmental Disabilities Councils.

Kroth, R., & Otteni, H. (1983). Parent Education Programs that Work - A Model. Focus on Exceptional Children, 15 (8), no pps. Vocational/Career Education for Handicapped Individuals in California. (1981). No Place: California State Department of Education, Office of Special Education.

McGrady, H.J. (1985). Administrative Support for Mainstreaming Learning Disabled Students. Journal of Learning Disabilities, 18 (8), 464-466.

"Report on Cooperative Programs for Transition from School to Work": Harold Russel and Associates, Inc., Waltham, Mass., Prepared for the National Institute of Handicapped Research, Aug. 30, 1984, pp. 3-5.

Salend, S.J., & Salend, S.M. (1986). Competencies for Mainstreaming Secondary Level Learning Disabled Students. Journal of Learning Disabilities, 19 (2), 91-94.

Szoke, C.O., & Vest, S. (1975). To Serve Those Who are Handicapped. Springfield, IL: Illinois Office of Education.

Transition of Special Needs Learners in Postsecondary Vocational Education. (1980). Univ. of Minnesota: Minnesota Research and Development Center for Vocational Education.

Vocational/Career Education for Handicapped Individuals in California. (1981). No Place: California State Department of Education, Office of Special Education.

Vocational Education for the Severely Handicapped - A Resource Guide, P.A.C.E.: Providing Alternatives in Career Education. (1983). No Place: California State Department of Education, Office of Special Education.

Weisenstein, G. (1986). Preservice Implications for Secondary Special Education - Preparing Teachers to Enhance the Transition Effort. Interchange, 6 (3), 2-5.

West, L. (1985). Implications for Inservice Training for Vocational Teacher Educators in Facilitating the Transition from School to Work. Interchange, no v. (no i.), 2-5.